BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – NGUYỄN THỊ CHI (Chủ biên)
LÊ KIM DUNG – PHAN CHÍ NGHĨA – VŨ MAI TRANG
LƯƠNG QUỲNH TRANG – NGUYỄN QUỐC TUẤN
Với sự cộng tác của DAVID KAYE

Tiếng Anh 7

SÁCH GIÁO VIÊN

TẬP HAI

(Tái bản lần thứ nhất)

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM   TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

CONTENTS

INTRODUCTION

TIẾNG ANH 7 is the second of four-level English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical, and theme-based syllabus approved by the Ministry of Education and Training in January 2012, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading and writing).

THE COMPONENTS OF THE TEXTBOOK

The complete learning set of **TIẾNG ANH 7** consists of **THE STUDENT'S BOOK**, **THE TEACHER'S BOOK**, **THE WORKBOOK** and **THE CD**.

THE STUDENT'S BOOK

The Student's Book contains:

- Book map: Introducing the basics of each unit
- 12 topic-based Units, each covering seven sections to be taught in seven 45-minute lessons
- Four Reviews, each providing revision and further practice of the previous three units, to be dealt with in two periods
- Glossary: Giving meaning and phonetic transcription of the new words in the units

THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts of each unit. The answer keys to the exercises in the Student's Book and the transcriptions are also given in the Teacher's Book.

THE WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- Further practice of the language and skills taught in class
- Four additional tests for students' self-assessment.

THE CD

- The CD provides recorded scripts of all listening exercises and dialogues.

THE COMPONENTS OF EACH UNIT

There are 12 main units in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each. These 12 richly illustrated, cross-curricular and theme-based units focus on offering students motivation, memorable lessons, and a joyful learning experience. At the beginning of each unit there are explicit learning objectives that clearly state the main language and skills to be taught in the unit.

SECTION 1: GETTING STARTED

This section occupies two pages and is designed for one 45-minute lesson in class. It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learnt and practised through the skills and activities of the unit.

SECTION 2: A CLOSER LOOK 1

A Closer Look 1 presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy

for students to memorise. Two or three sounds, which frequently appear in the unit, are targeted and practised in isolation and in context. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

A grammar item may also be included in this section.

SECTION 3: A CLOSER LOOK 2

This section deals with the main grammar point(s) of the unit. The new language point is presented in a short text or a talk/interview. There are grammar tables and exercises which are well illustrated to help students remember and use the grammar items effectively. The 'Remember' boxes appear wherever necessary and help students to avoid common errors.

A Closer Look 1 and ***A Closer Look 2*** cover three pages and mainly give language focus and practice of receptive skills.

A Closer Look 1 and ***A Closer Look 2*** are each designed to be taught in one 45-minute lesson.

SECTION 4: COMMUNICATION

This section is designed to help students use the functional language in everyday life contexts and to consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply to their lives the cultural aspects of the language learnt. The communication section provides cultural information about Viet Nam and other countries in the world. The vocabulary is clearly presented in boxes wherever it is needed.

SECTION 5: SKILLS 1

Skills 1 and ***Skills 2***, each covers one page and is designed to be taught in one 45-minute lesson.

Skills 1 comprises reading (receptive skill) and speaking (productive skill).

Reading

This activity aims to develop students' reading abilities. In order to make the activity achievable, the reading text is often based on the vocabulary and structures that students have previously acquired. The reading always links with the topic of the unit and is interesting and relevant to the students. Important new vocabulary is introduced in the text and practised in a follow-up activity.

The reading also provides input for the speaking that follows.

Speaking

This activity aims to provide further practice which supports students in their production of spoken English. The activity uses the recently introduced items in combination with previously learnt language in new contexts.

SECTION 6: SKILLS 2

Skills 2 is composed of listening (receptive skill) and writing (productive skill).

Listening

The listening activity follows the oral practice in the Speaking section. The listening provides students with an opportunity to listen to the language that they have practised orally and trains them to listen for general and specific information.

Writing

This section focuses on developing students' writing skills. There is a writing tip or a guideline which is very useful to help them to write effectively. The result of the writing activity must be a complete piece of writing (ideally it is marked by the group/ class/ teacher).

SECTION 7: LOOKING BACK & PROJECT

This section covers two pages and should be dealt with in one 45-minute lesson.

Looking Back recycles the language from the previous sections and links it with unit topics. Various activities and exercises are designed to help students consolidate and apply what

they have learnt in the unit. Through the students' performance in this section, teachers can evaluate their study results and provide further practice if necessary.

The Project helps students to improve their ability to work by themselves and in a team. It extends their imaginations in a field related to the unit topic. The teacher can use this as an extra-curricular activity (for groupwork) or as homework for students to do individually.

REFERENCE ON SKILLS AND LANGUAGE TEACHING

1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 7**.

- The reading activities in **Tiếng Anh 7** aim to help students develop sub-skills such as skimming for gist and scanning for details.
- In developing reading skills, students are taught to read aloud. This provides an opportunity for students to practise their pronunciation and intonation.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focusing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, the teacher should encourage students to guess what the text is about, what new words will appear in the text, etc.

2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 7**: spoken interaction and spoken production. The first refers to the ability to ask and answer questions and handle exchanges with others. The second refers to students' ability to produce language appropriately and correctly.

Speaking activities should include:

- *Pronunciation* is practised through dialogues, games, rhymes and songs. Through these forms, students practise the stress, rhythm and intonation patterns of English in a natural way. It is crucial to provide students with lots of models and to build up their confidence with acceptance of approximate correct pronunciation.
- *Repetition* helps students to memorise vocabulary and 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a part of communicative interactions in class. One strategy is to provide lots of opportunities for students to practise with a secure feeling through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greetings and saying goodbye) at the beginning and the end of the lessons. Asking for permission, saying common classroom expressions such as: *I don't understand. Could you say it again, please? May I ask you a question?* or answering a question, *I don't know. I think/guess* ..., and *Perhaps* ... are important language tasks for students to practise daily.
- *Pair work/ group work and class presentations* help students to talk freely in a language situation related to the topic of the unit. They also make students feel secure and promote their confidence in speaking.

Error correction should be done cautiously by the teacher. When students are talking, teachers should not stop them to correct their mistakes. Mistakes should be analysed and only common errors should be highlighted afterwards and corrected collectively.

3. TEACHING LISTENING

Through listening, students become familiar with the sounds, rhythms and intonation of English. When listening to English, students are actively engaged in constructing meaning and making sense of what they hear, using their knowledge and the clues provided by the context. It is very important to teach students to be aware of the purpose, the content, and intonations of the listening text.

Before listening, teachers should motivate and engage students in the listening activity; encourage them to predict the listening content; and introduce to them the new language or vocabulary which occurs in the listening text.

The listening activity should aim to help students understand spoken English and develop sub-listening skills such as listening for gist and listening for details.

4. TEACHING WRITING

The writing activity aims to develop students' basic writing skills in English. Its emphasis is on providing writing techniques for a particular genre (e-mail, an informal letter, a webpage for example) as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing, while writing* and *after writing*.

- *Before writing* helps students understand why they write and provides them with the language input to express their ideas in English.
- *While writing* helps students work independently under the teacher's guidance and supervision.
- *After writing* helps students consolidate their writing skills through a follow-up activity such as completing a final draft, copying the draft into students' notebooks or on a clean sheet of paper. Students focus on neatness, spelling, punctuation, use of words, sentence structures, and organisation of the writing.

5. TEACHING PRONUNCIATION

Teaching pronunciation consists of teaching phonetics (sounds in isolation and in context), rhymes, chants, and songs. With the knowledge of phonics learned in previous years, students are able to improve their speaking and reading skills because they can identify the spelling and pronunciation patterns of listening texts and decode them quickly. Teachers focus students' attention on the letter(s) and its/ their sound(s) in words, and model the new sounds a few times for students to repeat.

In teaching pronunciation it is advisable that the teacher should engage the students by using varied techniques including:

- Visual aids (flashcards, pictures, etc.)
- Miming
- Letter/ sound focus and repetition
- Line by line repetition and clapping
- Focus on syllables
- Pair/ group practice, performance

6. TEACHING VOCABULARY

Teaching vocabulary helps students understand, memorise and use words appropriately in their specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students recognise the same words embedded in different contexts and activities again and again. When teaching vocabulary, it is important to help students recognise, practise and memorise vocabulary. These can be done by using visual aids, by allowing students to listen and repeat the word, by explaining their meanings, using definitions, pictures, flashcards, and translation if necessary, and finally, by getting students to practise, using the word with a range of spoken or written activities which can be done individually or in pairs.

7. TEACHING GRAMMAR

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts.

Grade 7 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, readings, chants, rhymes, stories and songs they have learnt in primary schools and grade 6.

One way to enable students' language awareness is drawing their attention to specific language patterns or features of grammatical forms and, if necessary, comparing or contrasting these with corresponding patterns and forms in Vietnamese. The appropriate techniques to be used to teach students are:

- Focusing students' attention on the new grammatical patterns in the texts.
- Providing models for students to practise the new grammatical item in a spoken or written activity, using the cued pictures or prompts in their books.
- Reinforcing the new grammatical item with a variety of spoken and written activities.

8. SEQUENCING

Students should be given clear instructions about what they are expected to do and say. The following are some suggested teaching procedures.

- *Whole class*. Elicit/ Teach the focus language (words, phrases or structures). Then write them on the board.
- *Model*. Perform the focused materials yourself with a confident student or ask a pair to demonstrate in front of the class. Help and guide them to interact in a reasonably structured manner. This will enable the freer stage of independent pair work/group work that will follow.
- *Pairs/groups*. Students practise in pairs or groups. Monitor the activity and offer help if necessary.
- *Performance*. Ask a confident pair or some volunteers to perform the task for the rest of the class.
- *Whole class.* At the end of the activity, there should be some writing/ speaking (productive) activities to reinforce or consolidate students' understanding.

It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own ones to suit their students and real teaching contexts.

BOOK MAP

	Reading	Listening
Unit 7: Traffic	- Reading for specific information about traffic rules	- Listening for specific information about traffic problems in the world
Unit 8: Films	- Reading for specific information about types of films	- Listening for specific information about a film review
Unit 9: Festivals Around the World	- Reading for specific information about how people celebrate festivals	- Listening for specific information about a festival/ celebration
REVIEW 3		
Unit 10: Sources of Energy	- Reading for specific information about types and sources of energy	- Listening to one of the new types of energy sources (biogas)
Unit 11: Travelling in the Future	- Reading for specific information about inventions of future means of transport	- Listening for specific information about a future means of transport
Unit 12: An Overcrowded World	- Reading for specific information about the causes and effects of an overcrowded world	- Listening for facts and figures about our growing population
REVIEW 4		

	Speaking	Writing	Language Focus
	- Talking about obeying traffic rules - Identifying road signs	- Writing a paragraph about traffic problems	- *It* indicating distance - *Used to* - Sounds: /e/ and /eɪ/
	- Asking and answering questions about film stars	- Writing a paragraph about one's favourite film	- -*ed* and -*ing* adjectives - Connectors: *although, despite/in spite of, however, nevertheless* - Sounds: /t/, /d/ and /ɪd/
	- Identifying popular festivals	- Writing an informal letter to tell your friend about a festival/ celebration you attended	- *H/Wh*-questions: review - Adverbial phrases - Word stress (two syllables)
	- Talking about advantages and disadvantages of types of energy sources	- Writing about how to save energy	- The future continuous - The future simple passive - Word stress (three syllables)
	- Talking about means of transport in the future	- Writing a paragraph about facts and opinions	- *Will* (review) - Possessive pronouns: *mine, yours, his, hers, its, ours, theirs* - Rising and falling intonation for questions
	- Talking about disadvantages that an overcrowded place can create	- Writing a paragraph describing population growth in an area	- Comparisons of quantifiers: review - Tag questions - Word stress: review

Unit 7 TRAFFIC

GETTING STARTED

Monday in the playground

THIS UNIT INCLUDES:

VOCABULARY
Means of transport
Road signs

PRONUNCIATION
Sounds: /e/ and /eɪ/

GRAMMAR
It indicating distance
Used to for past habits or states

COMMUNICATION
Talking about road signs and traffic rules
Talking about traffic problems



1 Listen and read.

Mai:	Hi, Oanh. How are you?
Oanh:	Hi, Mai. I'm OK, thanks. How about you? What did you do yesterday?
Mai:	I'm good. Yesterday morning I stayed at home and played with my brother. In the afternoon I cycled round the lake near my home.
Oanh:	Oh, good, that sounds really healthy. By the way, how do you come to school?
Mai:	My dad usually drives me to school. I used to go on foot when I was in primary school. But the new school's too far to walk now.
Oanh:	How far is it from your house to here?
Mai:	It's about two kilometres.
Oanh:	How long does it take you?
Mai:	About 10 minutes. Sometimes, when there are traffic jams, it takes longer.
Oanh:	Do you come by car every day?
Mai:	Yes, except when my dad is busy. Then I come by bike.
Oanh:	I see. Hey, Mai. How about going cycling round the lake on Saturday?
Mai:	Great idea! Can you come to my house at 3 p.m.?
Oanh:	OK, Mai. I can't wait! See you then.

Objectives:

By the end of this unit, Ss can:

- pronounce the sounds /e/ and /eɪ/ correctly in isolation and in context
- use lexical items related to the topic 'Traffic'
- use 'it' for distances
- use 'used to' to talk about past habits or states
- know the meaning of some road signs
- read for specific information about traffic rules/ laws
- talk about obeying traffic rules/ laws, and how to use the road safely
- listen to get information about traffic problems in big cities
- write a paragraph about traffic problems in a city/ an area

GETTING STARTED
Monday in the playground

Introduction

T introduces the topic 'Traffic' (T may show some pictures, write the words on the board, or tell a story related to traffic).

Then T begins to ask Ss questions:

- How/ By what means do you go to school every day?
  On foot? By bicycle? By bus? On your parents' motorbike? …
- What means of transport is faster?
  What means is safer?
  What means do you like (most)? (Why?)
- What can you see on the way to school every day?

Note: T may need to explain to Ss the meaning of the following words (or brainstorm ideas, then explain):

Traffic:

- the vehicles that are on a road at a particular time
- movement of people or goods from one place to another

Transport: carrying people or goods from one place to another using vehicles

Means of transport: type of vehicle used for transporting people or goods

T asks Ss to look at the title/ the picture and guess what the conversation between Mai and Oanh might be about.

1 Ask Ss questions about the picture:

E.g. Who are Mai and Oanh?

What might they talk about?

Play the recording. Ss listen and read.

(T lets Ss listen once or twice, or as many times as required.)

a **Choose the correct answer.**

1. What did Mai do yesterday afternoon?
   A. She stayed at home with her brother.
   B. She rode her bike around the lake.
   C. She walked round the lake.
2. Oanh says that it's healthy to ______.
   A. cycle B. walk C. stay home
3. Mai used to go to school ______.
   A. by car B. on foot C. by bicycle
4. Mai and Oanh agree to go cycling ______.
   A. tomorrow
   B. every day
   C. at the weekend

b **Answer the following questions.**

1. What did Mai do on Sunday morning?
2. How far is it from Mai's house to school?
3. Who does Mai usually go to school with?
4. Why does it sometimes take Mai longer to get to school?
5. How does she go to school when her dad is busy?

Remember!

We use "How ...?" to ask about means of transport.

Example:

How do you go to the supermarket?



c **Can you find the following expressions in the conversation? Do you know what they mean?**

1. hey
2. great idea
3. can't wait

d **Work in pairs. Make short role-plays with the expressions above. Then practise them.**

Example:

- How about cycling to school with me tomorrow?
- Great idea!

Can you extend your conversation?

2 **MEANS OF TRANSPORT**

Write the words using the first letter given.



1. b______________



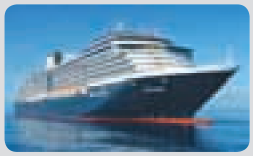
2. b______________



3. pl______________



4. b______________



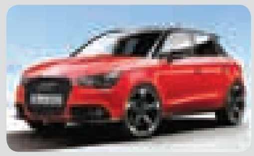
5. sh______________



6. tr______________



7. m______________



8. c______________

3 **Match a verb on the left with a means of transport on the right. There may be more than one correct answer. Add a preposition when necessary.**

1. ride	a. a train
2. drive	b. a boat
3. fly	c. a bus
4. sail	d. a bike
5. get on	e. a car
6. get off	f. a plane

Then make your own sentences with these phrases.

Example: **1.** d

My father taught me how to ride a bike.

4 **Find someone in your class who *never* ______________.**

1. walks to school
2. goes to school by bus
3. cycles for exercise
4. takes a train
5. sails on/in a boat
6. flies by plane

a Ss work independently or in pairs to choose the correct answer to the questions. (Ss may refer back to the conversation). T then checks their answers, and gives explanations if necessary.

Key: **1.** B **2.** A **3.** B **4.** C

b Ss work in pairs. T lets them check the answers in pairs or groups, then T gives the keys. If there's time, call some pairs to read the questions and give answers.

Key:

1. She stayed at home and played with her brother.

2. It's about two kilometres.

3. She usually goes to school with her dad.

4. Because sometimes there are traffic jams.

5. She goes to school by bike.

Remember!

Introduce the question 'How' (or 'By what means') to ask about means of transport. T gives examples, then T may have Ss work in pairs to practise asking and answering questions using 'How'.



c Tell Ss to refer back to the conversation to find the word/ phrases. Ss practise saying them together (T plays the recording again if necessary). Explain the meaning (or give synonyms/ Vietnamese equivalent) to the Ss, then give some examples.

Key: **1.** to get someone's attention

2. when you strongly support or agree with something

3. very excited and keen to do something

d Ask Ss to role-play the short conversations in pairs before creating their own short role-plays. More able Ss can try to extend the conversations.

2 Ss work in pairs and write the means of transport under the right pictures. Then T lets Ss read each word correctly. Check and correct their pronunciation.

Key: **1.** bike/ bicycle **2.** bus **3.** plane **4.** boat

5. ship **6.** train **7.** motorbike **8.** car

3 Ss work individually to do the task, and write their answers in their notebooks. T checks their answers.Then ask Ss to make sentences with the phrases.

Key: **1.d** ride a bike **2.e** drive a car **3.f** fly by plane **4.b** sail on/in a boat

5. get on a bus/ a train/ a bike/ a motorbike

6. get off a bus/ a train/ a bike/ a motorbike

4 Let Ss stand up and go round the class to ask other Ss the question:

How often do you walk to school/ go to school by bus …?

Or the question:

Do you (often) walk to school/ go to school by bus …?

Ss take notes, and then some of them can report their results to the class.

A CLOSER LOOK 1

Vocabulary

Road Signs

1 **Have you seen these road signs? Talk about the meaning of the signs below with a partner.**



1. ____________



2. ____________



3. ____________



4. ____________



5. ____________



6. ____________



7. ____________



8. ____________

2 **Label the signs in 1 with the words/phrases below.**

no right turn	traffic lights
cycle lane	hospital ahead
parking	no parking
no cycling	school ahead

Look out!

- A sign within a red triangle will warn you of something.
- Signs with red circles are mostly prohibitive – that means you can't do something.
- Signs in blue are usually to give information.



3 **Work in pairs. Discuss which of the signs you see on the way to school.**

Example:

A: On the way to school, I can see a 'no left turn' sign.

B: On my way to school there is a hospital, so I can see a 'hospital ahead' sign.



A CLOSER LOOK 1

Introduction

Brainstorm with Ss: let them tell you all the road signs they see every day on the way to school, or elsewhere, and all the words they know related to the topic of traffic and transport. Encourage them to say out loud as many words as possible.

Vocabulary

1 Ss work in pairs to talk about the meaning of the road signs.

2 Ss work individually to label the road signs in **1** with the words/ phrases.

T may call one or two Ss to write these on the board. Then T checks their answers.

Key:	**1.** traffic lights	**2.** no parking	**3.** no right turn	**4.** hospital ahead
	5. parking	**6.** cycle lane	**7.** school ahead	**8.** no cycling

Look out!

There are usually three kinds of signs: informative, prohibitive, and warning. They appear in different shapes and colours. T helps Ss differentiate these signs, and gives them more examples (using pictures or drawing in the board).

Some examples:





3 Let Ss work in pairs and talk about the traffic signs they see on the way to school (or elsewhere). T goes around and gives assistance if necessary.

Pronunciation

/e/ and /eɪ/

4 **Listen and repeat. Pay attention to sounds /e/ and /eɪ/.**

- ***/e/:*** left, enter, ahead, present, helicopter, centre, never, seatbelt
- ***/eɪ/:*** plane, way, station, train, indicate, mistake, pavement, break

5 **Listen to these sentences carefully. Single-underline the words with sound /e/, and double-underline the words with sound /eɪ/.**

1. Does your bike ever break down on the way to school?
2. It is not very far to the railway station.
3. We must always obey traffic rules for our safety.
4. You must keep to the left when you are in the UK.
5. They are waiting for the next train to come.

6 **Find the words containing sound /e/ and the words containing sound /eɪ/ in 1-3 on page 8. Then read them aloud.**

Example: ahead /e/
sail /eɪ/



A CLOSER LOOK 2

Grammar

***It* indicating distance**

We can use *it* in the position of the subject to indicate distance.

Example:

It is about 300 metres from my house to the bus stop.



1 **Write sentences with *it*. Use these cues.**

Example:

my house/500 metres/nearest shop

→ It is about 500 metres from my house to the nearest shop.

1. 700 metres/my house/Youth Club
2. five km/my home village/nearest town
3. 120 km/Ho Chi Minh City/Vung Tau
4. 384,400 km/the Earth/the Moon
5. not very far/Ha Noi/Noi Bai Airport

2 **Work in pairs. Ask and answer questions about distances in your neighbourhood.**

Example:

A: How far is it from your house to school?

B: It's about a kilometre.

You can use these cues:

- your house - open-air market/supermarket
- your school - playground
- your house - river
- bus station - your village

....

Pronunciation

/e/* and */eɪ/

4 First T gives examples of the sounds /e/ and /eɪ/. Let Ss practise the sounds together. Ask Ss to observe the T's mouth and listen carefully to T for these two sounds. Play the recording and let Ss listen and repeat as many times as required. Help them with their pronunciation.

5 Play the recording two or three times (or more if necessary). Help Ss distinguish the sounds /e/ and /eɪ/, and recognise all the words with the two sounds, then underline them as instructed.

Key:

1. Does your bike ever break down on the way to school?
2. It is not very far to the railway station.
3. We must always obey traffic rules for our safety.
4. You must keep to the left when you are in the UK.
5. They are waiting for the next train to come.

6 Refer back to the page 8. Ask Ss to find all the words having sounds /e/ and /eɪ/ in sections **1** - **3**. Correct their mistakes. Let them practise saying these words together.

Words with sound /e/: *ahead, red, left*

Words with sound /eɪ/: *phrases, lane, information, way*

If there is time left, ask Ss to give the words they know having the two sounds.

A CLOSER LOOK 2

Introduction

Ss have already learned ***it*** as the formal subject to indicate time and weather, climate, etc. In this unit, ***it*** appears to indicate distance.

T explains to Ss how to use ***it***, and gives some examples.

Grammar

***It* indicating distance**

1 Let Ss work by themselves and write down the sentences. T observes and helps when and where necessary. After that ask some Ss to read their sentences. T corrects Ss' mistakes.

Key:

1. It is about 700 metres from my house to the Youth Club.
2. It is about five km from my home village to the nearest town.
3. It is about 120 km from Ho Chi Minh City to Vung Tau.
4. It is about 384,400 km from the Earth to the Moon.
5. It is not very far from Ha Noi to Noi Bai Airport.

2 Ss work in pairs. They ask and answer questions about distances in their neighbourhood, following the example. Encourage them to talk as much as possible. T corrects their answers, and their pronunciation and intonation.

Grammar

Used to

We use *used to* to describe an action, a habit or a state that happened regularly in the past but doesn't happen now.

(+) I/We/You/They/He/She/It **used to** walk to school.

(-) I/We/You/They/He/She/It **did not use to** walk to school.

(?) **Did** I/We/You/They/He/She/It **use to** walk to school?

Example:

There used to be many trees on this street, but now there are only shops.



Watch out!

In questions and negative sentences, the final 'd' in *used* is dropped.

Example:

Did you use to play hide-and-seek when you were small?



3 **Complete the sentences with *used to* or *use to* and the verbs in the box below.**

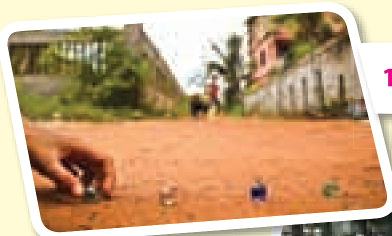
be	ride	play	go	feel

1. I ________________ a tricycle when I was a child.
2. There ________________ fewer people and vehicles on the roads.
3. My father ________________ to work by motorbike. Now he cycles.
4. ______ you ________________ hide-and-seek when you were small?
5. Five years ago people in this town ________ not ________________ worried about traffic jams.

4 **Rewrite the sentences using *used to.***

1. My mum lived in a small village when she was a girl.
   → My mum ________________________________.
2. There are more vehicles on the roads now.
   → There did not ________________________________.
3. We cycled to school two years ago.
   → We ________________________________.
4. There did not use to be many traffic accidents before.
   → Now there are ________________________________.
5. My uncle was a bus driver some years ago, but now he has a desk job.
   → My uncle________________________________.

5 **Work in groups. Did you use to do those things? Ask and answer.**



1. play marbles



2. play football in the street



3. swim in the pond near your house



4. ride a tricycle



5. ride a buffalo

Grammar

Used to

Explain to Ss that ***used to*** is the same form for all persons. It is used to describe an action, a habit or a state that happened regularly in the past, but does not happen now (T should emphasise 'no longer happen now').

Give Ss enough time to study the rules and the examples.

Then T gives them more sentences in all three forms (+), (-), (?).

3 Ss work independently, writing down the answers. Then let them work in groups to check and say the sentences out loud. T goes round giving help when and where necessary. Some Ss may write their answers on the boards. Other Ss give comments and T gives corrections.

Key:

1. used to ride	2. used to be	3. used to go
4. Did … use to play	5. did … use to feel	

4 Let Ss work individually to rewrite the sentences in their notebooks.

While Ss do their task, T goes round to monitor the whole class.

When Ss finish their task, call on some to read out their sentences. Let others give comments, T corrects mistakes if necessary.

Key:

1. My mum used to live in a small village when she was a girl.
2. There did not use to be (as) many vehicles on the roads.
3. We used to cycle to school two years ago.
4. Now there are more traffic accidents than there used to be.
5. My uncle used to be a bus driver some years ago, but now he has a desk job.

5 Ss work in groups. They take turns to ask and answer questions. Then T may ask some Ss to report their results to the class.

Example: *- Did you use to play marbles?*

- Yes, I did. (I used to play them with my friends.)/

No, I didn't. (I never used to play them.)

One student may report to the class:

In my group, Kien/ some used to play marbles. Most of us used to ride a tricycle. Some boys used to play football in the street. Nobody used to ride a buffalo …

If there is still time left, let Ss give sentences of their own.

Ask one student to give an affirmative sentence, the others turn it into a negative sentence and a question ...

COMMUNICATION

Extra vocabulary

roof illegal laws reverse right-handed

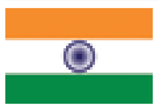
1 **Look at the flags of some countries. Give the names of these countries.**



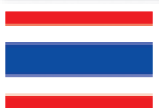
1. ______________________



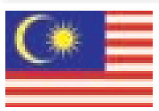
2. ______________________



3. ______________________



4. ______________________



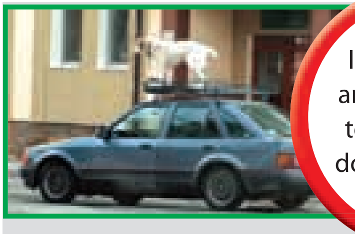
5. ______________________

2 **Why do these countries drive on the left? Listen to the text then write your answers below.**

Reasons why this happened:

1. ______________________
2. ______________________

3 **Look at the strange driving laws below. Five of them are true, but one is false. In pairs, can you find the false driving law?**



In Alaska, you are not allowed to drive with a dog on the roof.



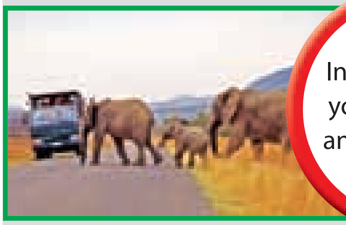
It is illegal for women to drive in Saudi Arabia.



You have to wear a shirt or T-shirt while driving in Thailand.



In Spain, people who wear glasses have to carry a spare pair in the car.



In South Africa, you have to let animals go first.



In France, you can only reverse your car on Sundays.

4 **Now, work in groups. Discuss the laws and put them in order from the strangest (N°1) to the least strange (N°5).**

Are there strange rules in Viet Nam?



COMMUNICATION

Introduction

Introduce the rule of keeping to the left-hand side of the road in the U.K. Compare this to Viet Nam. Which side of the road do we drive on? Do you think it would be easy to change this rule?

First, have Ss read the new vocabulary and elicit the meaning of the new words. Next say the words after the teacher.

1 Ss work in groups to name the country which each flag belongs to. Check answers together.

1. The U.K.
2. Australia
3. India
4. Thailand
5. Malaysia

2 Explain to Ss that all the countries in **1** drive on the left-hand side of the road. Listen to the recording to find out why this happened, and complete the reasons in **2**. Ss listen again to complete the information then check their answers with a partner. T goes round the class giving support if needed.

Key:

Reasons why this happened:

1. some countries used the same system as the UK
2. many people are right-handed (in the past, this meant they could ride a horse using mainly their left hand, and could more easily use their right hand to carry a sword)

Audio script:

The right side is the wrong side!

Do you know that there are many countries in the world where the traffic rule is to keep to the left? Some of these are the United Kingdom, Australia, India, Thailand, and Malaysia. There are different reasons for this. One is that some countries used the same system as the UK. Another is that many people are right-handed!

3 Ss work in pairs, discussing which one they think is the false driving law.

T may ask the question: *Which one do you think seems the most unreasonable?*

Then let Ss think and give the answer.

Key:

'In France, you can only reverse your car on Sundays.' This law is false!

4 Ss work in groups and discuss the laws in **3** and put them in order from the strangest (N°1) to the least strange (N°5). T may ask Ss to explain why.

The groups may have different results.

SKILLS 1

Reading

1 **Look at the picture. Can you see anything that is dangerous?**



2 **Now match these words to make common expressions.**

1. traffic	a. limit
2. zebra	b. users
3. road	c. licence
4. driving	d. crossing
5. speed	e. of transport
6. railway	f. ticket
7. train	g. jam
8. means	h. station

Can you see any of these things in the picture in 1?

3 **Answer the following question.**

When you are a road user, what should you NOT do?

Make a list in groups. Compare your list with other groups.

4 **Read the following text and answer the questions below.**

ROAD SAFETY

These are some rules about road safety. It is very important to obey these rules when you use the road.

Pedestrians

1. Always look carefully where you go.
2. Use the pavement or footpath.
3. Walk across the street at the zebra crossing.
4. Wait for the traffic light to turn green before you cross the street.
5. Wear white or light-coloured clothes in the dark.

Drivers

1. Always fasten your seatbelt when you drive.
2. Don't drive if you feel tired or after you drink alcohol.
3. Don't park in front of a zebra crossing.
4. Strictly obey traffic signals.

Cyclists and motorists

1. Always keep both hands on the handle bars.
2. Always wear a helmet when you ride a motorbike.
3. Give a signal before you turn left or right.
4. Use front and back lights at night.
5. Don't carry a passenger in front of you.

Questions:

1. Where should you cross the street?
2. What must one always do when he/she drives?
3. Should one drive after drinking alcohol? Why or why not?
4. What must you do before you turn left or right while driving or riding a motorbike?
5. Why should pedestrians wear light coloured clothes in the dark?

Speaking

5 **Class survey. Ask your classmates the question.**

How do you go to school every day?

Then make a list of the means of transport that is used the most, and used the least.

6 **Read the following sentences. In groups, discuss who is using the road safely, and who is acting dangerously. Give reasons.**

1. Hoang is riding a bike, and he is wearing a helmet.
2. Mr Linh is very tired. He is driving home very fast.
3. Mrs Sumato is driving only 200 metres, but she is wearing her seatbelt.
4. Mr Lee is taking his daughter to school on his motorbike. She is sitting in front of him.
5. There is a pavement but Nam is walking at the side of the road towards a zebra crossing.
6. Michelle is cycling to school and she is waving to her friends.



SKILLS 1

Reading

1 T tells Ss to look at the picture and say why it is dangerous.

E.g.: It is dangerous to ride a motorbike on the pavement.

2 Ss work in pairs to do the matching. T checks their results.

Key:

1. g: traffic jam	**2. d:** zebra crossing
3. b: road users	**4. c:** driving license
5. a: speed limit	**6. h:** railway station
7. f: train ticket	**8. e:** means of transport

Then T asks Ss which they can see in the picture in **1**.

Key: road users, means of transport

3 Ss work in groups. Tell them to answer the question:

'When you are a road user, what should you NOT do?'

Then they make a list to compare with other groups.

T may give some cues: talk and laugh loudly, look back, go in a red light, …

4 Tell Ss to read the text then answer the questions. Set a strict time limit to ensure Ss read quickly for specific information. Ss may read the passage more than one time.

Explain the new words and clarify anything difficult. T may ask questions to see if Ss understand the text.

Ask Ss to read the text again (if need be), then work with a partner to answer the questions.

Key:

1. We should cross the street at the zebra crossing.
2. He/ She must always fasten the seatbelt.
3. No, he/ she shouldn't. Because it is very dangerous. (He/ She may cause an accident.)
4. We must give a signal.
5. Because the other road users can see them clearly and avoid crashing into them.

Further practice: if there is still time, T may let more able Ss retell part of the reading text.

Speaking

5 Ss do the class survey. After that call some Ss to report to the class.

6 Allow some time for Ss to read individually. Then they work in groups to discuss who is using the road safely, and who is acting dangerously, and give reason(s).

Suggested answers:

1. safely
2. dangerously (because he is likely to have an accident)
3. safely
4. dangerously (it is difficult for him to see the road properly, and to ride)
5. dangerously (a car or motorbike may crash into him)
6. dangerously (she may have an accident if something happens unexpectedly)

SKILLS 2

Listening

TRAFFIC PROBLEMS IN BIG CITIES

1 **Work in groups. Where do you think this picture was taken? Why is it special?**



2 **Look at the following headline and check your answers.**

RECORD BREAKING JAM!

Yesterday, Brazil's largest city had the world's longest ever traffic jam. It was 295 kilometres long!

3 **Now listen to the passage and choose the correct answer.**

1. São Paulo in Brazil has _______________.
   A. a large population
   B. the worst traffic jams
   C. good records
2. Big cities often suffer from traffic jams ____________.
   A. every day
   B. in the evening
   C. in the rush hour
3. The main cause of the problem is _____________.
   A. increase in population
   B. narrow roads
   C. poor-quality roads
4. According to the passage, many road users _______________.
   A. respect traffic rules
   B. do not know traffic signs
   C. do not obey traffic rules

Writing

4 **Tick the traffic problems in big cities in Viet Nam.**

1

too many people using the road

2

too many vehicles

3

narrow and bumpy roads

4

traffic accidents every day

5

wild animals running across the road

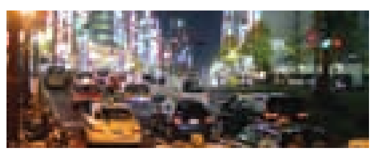
6

young people riding their bikes dangerously

Then write the above in full sentences.

Example:
One of the traffic problems in our big cities is that there are too many people using the roads.

5 **Write a paragraph about the traffic problems where you live, or in a town, or a city you know well. Use the cues above, and the following outline.**



Introduction:
Problem 1: ________
Problem 2: ________
Problem 3: ________
Conclusion: (Reason or advice/suggestion)

SKILLS 2

Listening

1 Ss work in groups. They study the picture and answer the two questions.

2 Tell Ss to look at the newspaper headline and check their answers.

Key: - in Brazil
- long traffic jam (very long line of vehicles)

3 Ask Ss to read the questions and guess the answers. Then play the recording one or two times. Ask Ss to listen carefully and circle the correct answers.

Key: **1.** B **2.** C **3.** A **4.** C

Audio script:

The most common traffic problem in cities around the world is traffic jams. São Paulo in Brazil has the world's worst daily traffic jams. According to reports, the historical congestion record was set on June 1, 2012, with 295 kilometres of vehicle queues around the city during the evening rush hour. Some other big cities also suffer from serious congestion in the rush hour.

The main cause of this traffic problem is the increase of the population in big cities. So the number of people using the roads has risen several times. The second reason is that the roads are narrow and sometimes are not good enough. Also, many road users have no respect for traffic rules. As a result, this problem is getting worse and worse.

Writing

T may begin by asking Ss what they think the traffic problems in big cities in Viet Nam are.

4 Have Ss look at the pictures, read the phrases and tick the traffic problems.

Suggested answers: pictures 1, 2, 3, 4, 6

Then Ss write full sentences. Call some Ss to write them on the board. Others give comments. T gives corrections.

Suggested answers:

- There are too many vehicles (on the road).
- Many roads are narrow and bumpy.
- There are traffic accidents every day.
- Many young people ride their bikes dangerously.

5 Tell Ss to study the sentences they have written in **4**, then practise writing the paragraph.

Tell Ss to use proper connectors: *first/ firstly, second/ secondly,* … and pay attention to spelling and punctuation.

T may collect the Ss' writing papers and mark them, then give comments to the class.

LOOKING BACK

Vocabulary

1 What do these signs mean? Write the meaning below each sign. Then put them into the correct box.



1.________ 2.________ 3.________ 4.________



5.________ 6.________ 7.________ 8.________

Prohibition signs

....
....
....
....

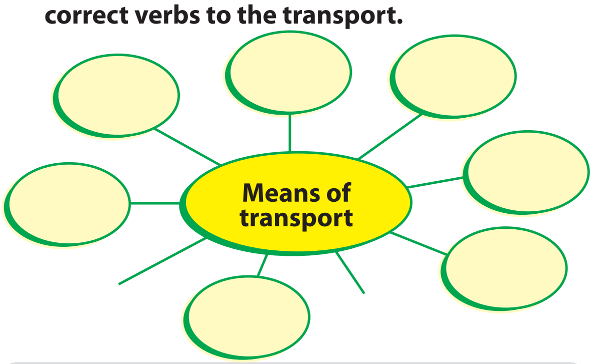
Warning signs

....
....
....
....

Information signs

....
....
....
....

2 Write the names of means of transport in the word web below. Then draw lines joining the correct verbs to the transport.



ride	drive	fly
sail	get on	get off

Grammar

3 Change the sentences according to the prompts in brackets.

1. You used to go to school on foot. (?)
2. Mr Van used to ride his motorbike dangerously. (-)
3. The streets used to be cleaner and more peaceful. (?)
4. I didn't use to go out on Sundays. (+)
5. They used to go on holiday together. (-)

4 Write sentences using these cues.

1. over 100 km/my hometown/Ho Chi Minh City
2. about 25 km/my grandparents' house
3. I/used to/small bike/the yard/outside/flat
4. There/used to/bus station/city centre/but/it/move/the suburbs
5. Children/must/learn/road safety/before/allowed/ride/bike/road

Communication

5 Match the questions 1–6 with the answers a–f.

1. How does our English teacher go to work every day?
2. What does this road sign mean?
3. Is it far from our school to the central gym?
4. How long does it take to go from Ha Noi to Con Dao by air?
5. What games did you use to play when you were 10 years old?
6. Did your father use to take the bus to work?

a. It means that you can't go into this road.
b. By motorbike.
c. No, he didn't. He cycled to work.
d. About two and a half hours.
e. No, it's only about a kilometre.
f. Marbles, and hide-and-seek.

Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about road signs and means of transport			
• use ***it*** to talk about distance			
• use ***used to*** to talk about a past habit or a state			
• write a paragraph about traffic problems			

LOOKING BACK

As in the other units, this is the review section, so tell Ss not to refer back to the previous pages. Instead they can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed, and which areas need further practice.

Vocabulary

1 Ss do this task individually to write the meaning below each sign. T corrects their mistakes and helps them read the words correctly.

Key:

1. Traffic lights	2. School ahead	3. Hospital ahead	4. Cycle lane
5. Parking	6. No parking	7. Left turn only	8. No cycling

Then let Ss work in groups and put the signs into the correct boxes.

Prohibition signs: 6, 8

Warning signs: 1, 2, 7

Information signs: 3, 4, 5

2 Let Ss work in pairs. Tell Ss to write the answers in their notebooks. Then T corrects the mistakes, and adds some if need be.

Suggestion: bicycle, motorbike, car, bus, taxi, train, plane, boat, ship …

Grammar

3 Have Ss work in pairs or in groups and write their answers in their notebooks. T checks their answers.

Key:

1. Did you use to go to school on foot?
2. Mr Van didn't use to ride his motorbike dangerously.
3. Did the streets use to be cleaner and more peaceful?
4. I used to go out on Sundays.
5. They didn't use to go on holiday together.

4 Ss work individually first to write the sentences. Then they work in pairs to swap their sentences. T gives correction and calls some Ss to read the sentences aloud.

Key:

1. It is over 100 km from my hometown to Ho Chi Minh City.
2. It is about 25 km to my grandparents' house.
3. I used to ride a small bike in the yard outside my flat.
4. There used to be a bus station in the city centre, but it was/ has been moved to the suburbs.
5. Children must learn about road safety before they are allowed to ride a bike on the road.

Communication

5 Ss read the questions and answers once or twice (they can read aloud), then match them.

Ss work in pairs and role-play the questions and answers, then write all the sentences in their notebooks.

Key: 1. b 2. a 3. e 4. d 5. f 6. c

Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if need be.

PROJECT

Road signs display

1 In groups, think of some traffic signs to display around your school. Use the following prompts or your own ideas.

- Should there be a speed limit in the playground?
- Should there be a 'one way' sign in the corridors?
- Should there be a traffic light sign at the school gate?





2 Make some of these traffic signs of your own out of paper, cardboard or other materials.

3 Show them to your group or class and say:

What it is

What it tells people to do/not to do, warns people about, or gives information about.

4 Display your signs in the appropriate places in or around school.





PROJECT
Road signs display

1 Ss work in groups or the whole class. Brainstorm Ss for creative ideas of traffic signs to use inside and around the school. Encourage Ss to give as many as possible. The ideas they put forward may be realistic, or may be not, but the aim is that Ss revise the lesson and practise speaking as well as think and develop their creativeness.

2 Ss work independently. T encourages them to use imagination and make their own traffic signs (at home, or in groups/ class if possible, and with the materials available).

3 Ss take turns to tell the class about the signs they have made in **2**.

Example:

S1: *This is 'speed limit 50' sign. It tells people not to drive more than 50 km an hour.*

S2: *Well, this is 'school ahead' sign. It warns people about children crossing the road.*

……

4 T tells Ss to put their signs in the appropriate places in or around school.

Ss can make their own traffic signs at home, and next time bring them to class to explain and to display.

Unit 8 FILMS

GETTING STARTED

What film shall we see?

1 Listen and read.

Duong: I'm bored. Do you have any plans this evening?
Mai: No ... What shall we do?
Duong: How about seeing a film?
Mai: Good idea! What shall we see?
Duong: Let's take a look at the film section of the paper. It says that *White Sands* is showing at Kim Dong Cinema at 8:00 o'clock tonight.
Mai: It's a horror film. That's too frightening for me.
Duong: OK, they are also showing *Crazy Coconut* at Ngoc Khanh Cinema.
Mai: What kind of film is it?
Duong: It's a romantic comedy.
Mai: What is it about?
Duong: It's about a female professor and a male film star. They get shipwrecked on a deserted island and have to live together. Although the professor hates the film star at first, she falls in love with him in the end.
Mai: Who does it star?
Duong: It stars Julia Roberts and Brad Pitt.
Mai: What have critics said about it?
Duong: Most of them say it's very funny and entertaining.
Mai: Hmm. I know. Why don't we decide when we get there?
Duong: OK, good idea!

THIS UNIT INCLUDES:

VOCABULARY
Types of films
-ed and *-ing* adjectives

PRONUNCIATION
Sounds: /t/, /d/, and /ɪd/

GRAMMAR
Connectors: *although, despite/in spite of, however,* and *nevertheless*

COMMUNICATION
Talking about favourite films
Asking and answering questions about film posters



Objectives:

By the end of this unit, Ss can:

- pronounce correctly the –*ed* ending in verbs
- use lexical items related to the topic 'Films'
- know the meaning and how to use –*ing* and –*ed* adjectives
- use *although, despite/ in spite of* to express contrast between two pieces of information in the same sentence
- use *however* and *nevertheless* to express contrast between two sentences
- read for specific information about someone's review of his/ her favourite film
- talk about a film (its plot, main characters, cast, etc.)
- listen for specific information about someone's favourite film star
- write a review of a film

GETTING STARTED

What film shall we see?

Introduction

– Ask Ss to open their books and look at the picture. T can ask, *'Who do you think is in the picture and what are they talking about?'*

– Write the unit title on the board '*Films*'. Elicit any information Ss know about films by asking about types of film they know, the latest films they have seen, their favourite films and film stars.

– Ask Ss to guess what the picture might show or what the conversation might be about. Let Ss open their books and check their answers.

1 Ask Ss questions about the picture:

E.g. *Where are Duong and Mai? What might be happening to them? What are they doing? What are they talking about?* T can ask Ss to guess what kind of films Duong and Mai would like to see. T can also ask Ss to share any recent experiences going to see a film with their brothers or sisters: *'Have you ever gone to see a film with your brothers/ sisters?', 'When and where?', 'What film did you see then?', 'How did you feel then?'*

Play the recording. Ss listen and read. T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension questions.

a **Read the conversation again and answer the questions.**

1. What does Duong suggest doing tonight?
   a. Watching a TV show.
   b. Watching a film.
   c. Staying at home.
2. Where does Duong find cinema information?
   a. In a newspaper.
   b. By asking Mai.
   c. On the Internet.
3. Why doesn't Mai want to see *White Sands*?
   a. She doesn't like that type of film.
   b. It's not on at the right time.
   c. She has seen the film before.
4. How do critics feel about *Crazy Coconut*?
   a. They all like it.
   b. They don't like it.
   c. Many of them like it.
5. Which film do Mai and Duong decide to watch?
   a. *White Sands*.
   b. *Crazy Coconut*.
   c. They haven't decided yet.

b **Find the questions in the conversation that ask about *Crazy Coconut*. Then listen, check and repeat the questions.**

a. **Type of film** ______________________________

____

b. **Actors/Stars** ______________________________

____

c. **The plot** (the story) _________________________

____

d. **Review** (critics' opinion about the film) ______

____



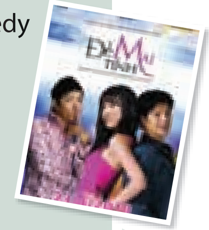
2 **Match the types of films with their definitions. Then listen, check and repeat.**





Types of film:

a. science fiction (sci-fi)
b. romantic comedy
c. thriller
d. comedy
e. documentary
f. animation
g. action
h. horror



Definitions:

1. A film that tries to make audiences laugh.
2. A film that features cartoon characters.
3. A film that is set in the future, often featuring science.
4. A film that tells an exciting story about murder or crime.
5. A film which combines comedy with a love story.
6. A film that shows real life events or stories.
7. A film in which strange and frightening things happen.
8. A film that usually features lots of stunts and fighting.

Are there any other types of films you can add to the list?

3a **Think of a film. Fill in the blanks below.**

Type of film ______________________________

Actors/Stars ______________________________

The plot ______________________________

Reviews ______________________________

b **In pairs, interview each other and try to guess the film.**

Example:

A: What kind of film is it?
B: It's an action film.
A: Who does it star?
B: It stars Daniel Craig.
A: What is it about?
B: It's about a spy called 007.
A: Is it *Skyfall*?
B: Yes!

a First, have Ss work independently. Then allow them to share answers before discussing as a class.

Key:	**1.** b	**2.** a	**3.** a	**4.** c	**5.** c

b First, ask Ss not to look at the book and try to remember what questions Mai asks Duong about the film they are going to see. Then let Ss open their books and check their answers.

Key:

a. What kind of film is it?

b. Who does it star?

c. What is it about?

d. What have critics said about it?

2 Have Ss quickly match the types of films with their definitions. Then play the recording for Ss to check their answers, pausing after each phrase and asking them to repeat chorally. Correct their pronunciation if necessary. T can ask for translation to check their understanding. With a stronger class, T may wish to ask some additional questions, e.g. *Do you often see a sci-fi/ horror film...? How often do you see it?* ...

Key:	**1.** d	**2.** f	**3.** a	**4.** c	**5.** b	**6.** e	**7.** h	**8.** g

3a Have Ss work independently, filling in the blanks with the information of the film they have seen recently. Remind them to use the words and phrases they have learnt in **2** and from the conversation in **1**.

b First, model this activity with a more able student. Then ask Ss to work in pairs. T can go around to help weaker Ss. Call on some pairs to practise in front of the class.

A CLOSER LOOK 1

Vocabulary

1 The following are adjectives which are often used to describe films. Can you add some more?

boring	entertaining	______
hilarious	violent	______
gripping	moving	______
scary	shocking	______

Complete the sentences using the adjectives in the list above.

1. *Mr Bean* is a ______ film – I was laughing from beginning to end.
2. *Titanic* is a ______ film. I cried at the end.
3. The film was so ______ that we almost fell asleep.
4. I couldn't take my eyes off the screen because the film was so ______.
5. *Pirates of Southeast Asia* is a ______ documentary. I couldn't believe it!
6. You will be frightened when you see that film. It is a very ______ film.
7. There were too many fights in the action film. It was too ______.
8. You will enjoy the film. It is so ______.



Remember!
-ed and *-ing* adjectives

We can form adjectives by adding *-ed* and *-ing* endings to some verbs.

Example:

***-ed* adjectives**	***-ing* adjectives**
annoyed	*annoying*
interested	*interesting*
disappointed	*disappointing*

We use *-ed* adjectives to describe someone's feelings.

Example:

The film was long, and I was *bored*.

We use *–ing* adjectives to describe things or people (that cause the feelings).

Example:

The film was long, and *boring*.

2 Complete the table with the *-ed* and *-ing* forms of the adjectives.

If a person or thing is	boring	then he/she or it makes you	bored
	interesting		(1) ______
	(2) ______		embarrassed
	(3) ______		excited
	disappointing		(4) ______
	exhausting		(5) ______
	(6) ______		surprised
	confusing		(7) ______
	(8) ______		frightened
	annoying		annoyed

3 Choose the correct adjectives.

1. The end of the film was so *moved/moving*.
2. The boy was so *frightened/frightening* by the film that he couldn't sleep last night.
3. Critics were *disappointed/disappointing* at his performance as King Lear.
4. I am *amazed/amazing* that he has won two Oscars for Best Actor.
5. We were *terrified/terrifying* of the ending of that horror film.

4a Work in pairs. Look at the questions below. Tell your partner how you felt, using *-ed* adjectives.

Example:

I felt terrified before my last Maths test.

How did you feel ...

1. before your last Maths test?
2. when you watched a gripping film?
3. after you watched a horror film?
4. when you got a bad mark?

b Now use *-ing* adjectives to describe these things and experiences in your life.

Example:

The last film I saw was called Norwegian Wood. It was really moving.

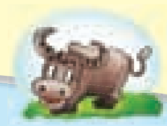
1. the last film you saw on TV, on DVD, or at the cinema
2. an argument with your friends
3. the result of your last English test
4. the last party you attended

A CLOSER LOOK 1

Vocabulary

1 First, have Ss work independently. Then, ask them to share their answers with one or more partners. T can ask for translation of some of the adjectives in the list to check their understanding. With a stronger class, T may wish to ask Ss to make some examples with the adjectives they have learnt. If there is enough time, T can ask some Ss to write their answers on the board.

Key:	**1.** hilarious	**2.** moving	**3.** boring	**4.** gripping
	5. shocking	**6.** scary	**7.** violent	**8.** entertaining



Remember

–ed and *–ing* adjectives

Ask Ss to study the **Remember** box. Draw Ss' attention to the difference in use and meaning between *–ed* and *–ing* adjectives by analysing the examples in the **Remember** box. Then ask some more able Ss to give some more examples. Remind Ss that they should use a good dictionary to check their meaning and use.

2 Have Ss complete the table individually. Then have some Ss write their answers on the board before checking with the whole class. T can ask for translation of each pair of the adjectives to check their understanding.

Key:	**1.** interested	**2.** embarrassing	**3.** exciting	**4.** disappointed
	5. exhausted	**6.** surprising	**7.** confused	**8.** frightening

3 Ask Ss to do the exercise individually and then check with the whole class. When checking, ask Ss to refer to the **Remember** box to make the meanings of the adjectives clearer to them.

Key:	**1.** moving	**2.** frightened	**3.** disappointed	**4.** amazed	**5.** terrified

4 (a + b) First, model this activity with some more able Ss. Then, ask Ss to work in pairs. T may go around to provide help. Call on some pairs to practise in front of the class.

Pronunciation

/t/, /d/, and /ɪd/

5 **Listen and repeat the verbs. Pay attention to the sounds /t/, /d/, and /ɪd/ at the end of each verb.**

played watched waited danced bored
closed needed walked hated

Now, in pairs put the words in the correct column.

/t/	/d/	/ɪd/



Remember!

***-ed* endings in verbs are pronounced:**

/t/ after an unvoiced consonant

Example: washed; matched

/d/ after a voiced vowel or voiced consonant

Example: filled; stayed

/ɪd/ after the sound /t/ or /d/

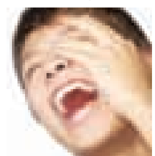
Example: wanted; needed

6 **Work in pairs. Ask and answer questions about the pictures. Then listen to the recording.**

Example: cry a lot/laugh a lot

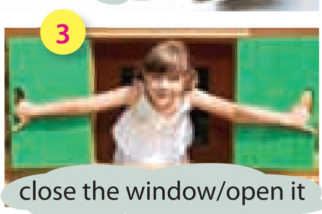
A: He cried a lot, didn't he?

B: No, he didn't. He laughed a lot.











Grammar

Although, despite/in spite of

We use *although*, *despite/in spite of* to express contrast between two pieces of information in the same sentence. We use *although* before a clause and *despite/in spite of* before a noun or a noun phrase.

Example:

Although he is so young, he performs excellently.
Despite/In spite of being so young, he performs excellently.
Despite/In spite of his young age, he performs excellently.

= He is so young, but he performs excellently.

1 **Complete the sentences. Use *although* + a clause from the box.**

they spent a lot of money on the film
few people came to see it
it was a comedy
it is set in modern times
the acting is excellent

Example: Although I watched the film twice, I didn't understand it.

1. We enjoyed the film at the *Ngoc Khanh* Cinema ______.
2. ______, it wasn't a big success.
3. ______, I don't enjoy the film.
4. I didn't find it funny at all ______.
5. The film is based on a book that was written twenty years ago ______.

2 **Complete the sentences, using *although*, *despite/in spite of*. Sometimes, two answers are possible.**

1. ______ the story of the film was good, I didn't like the acting.
2. I went to see the film ______ feeling really tired.
3. I really enjoyed the *Water War* ______ most of my friends said it wasn't a very good film.
4. ______ careful preparation, they had a lot of difficulties in making the film.
5. ______ the film was gripping, Tom slept from beginning to end.

Pronunciation

/t/, /d/, and /ɪd/

5 T models the sounds /t/, /d/, and /ɪd/ in different words with the ending *-ed*. Play the recording and ask Ss to listen and repeat the words, paying attention to the sounds /t/, /d/, or /ɪd/ at the end of each word. T can play the recording as many times as necessary. Then, ask Ss to put the words in the correct columns while they listen. Ss compare their answers in pairs. Check with the whole class.

Key:

/t/	/d/	/ɪd/
watched danced walked	played bored closed	waited needed hated



Remember

The pronunciation of –ed endings in verbs.

Ask Ss to look at the rules in the **Remember** box. Tell them the rules of pronunciation of –*ed* endings.

6 First, model this activity with a more able student. Then ask Ss to work in pairs. T can go around to provide help. Call on some pairs to practise in front of the class. Ask Ss to listen while T plays the recording. T can pause after each word ending in *-ed* and ask them to repeat chorally. Correct their pronunciation.

Audio script:

1. She painted her room, didn't she? No, she brushed it.	**2.** They washed the television, didn't they? No, they watched it.
3. She closed the window, didn't she? No, she opened it.	**4.** They pulled their motorbike, didn't they? No, they pushed it.

A CLOSER LOOK 2

Grammar

Although, despite/ in spite of

Ask Ss to study the **Grammar** box. Draw Ss' attention to the meaning and use of *although, despite/ in spite of* by analysing the examples in the **Grammar** box. Then ask some more able Ss to give some more examples.

For **1**, **2** and **3**, tell Ss what they should do. Ask Ss to do the grammar exercises individually. Remind them to look back to the **Grammar** box and use a dictionary if necessary. Then have Ss compare answers in pairs before checking with the whole class.

Key:

1 **1.** although few people came to see it **2.** Although they spent a lot of money on the film
3. Although the acting is excellent **4.** although it was a comedy
5. although it is set in modern times

2 **1.** Although **2.** despite/ in spite of **3.** although **4.** Despite/ In spite of **5.** Although





3 **Rewrite these sentences using the words in brackets. Change other words in the sentence if necessary.**

1. I don't think Stallone is a very good actor. He was very good in the *Rocky* films. (*although*)
2. Many European film directors have gone to Hollywood to make films. Few have had as much success as Milos Forman. (*although*)
3. They watched films on DVD all night. They had to work the next day. (*despite*)
4. He has performed excellently in many films. He has never won an Oscar for Best Actor. (*although*)
5. The film begins with a terrible disaster. It has a happy ending. (*in spite of*)

however* and *nevertheless

We also use *however* and *nevertheless* to express contrast between two sentences. We usually use a comma after them.

Example:

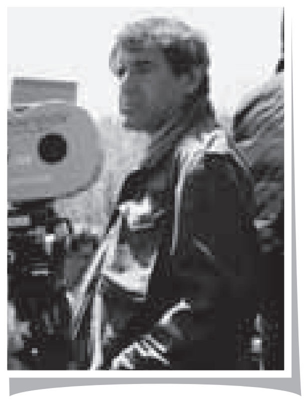
He is so young. **However,/Nevertheless,** he performs excellently.

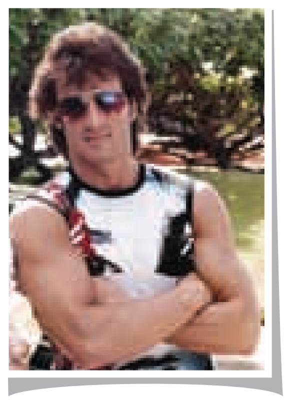
4 **Complete the sentences using *although, despite, in spite of, however,* or *nevertheless*. Sometimes, two answers are possible.**

1. The film didn't receive good reviews from critics. ______, many people went to see it.
2. ______ the silly story, many people enjoyed the film.
3. They spent millions of dollars on making the film. ______, it wasn't as successful as expected.
4. ______ *Jaws* is one of Spielberg's first films, it is one of his best.
5. ______ the film was a bit frightening, I really enjoyed it.

5 **Use your own ideas to complete the following sentences. Then compare your sentences with a partner.**

1. I don't really like the film although ______.
2. They spent a huge amount of money on the film. However, ______.
3. The film was a great success in spite of ______.
4. The sound in the film is terrible. Nevertheless, ______.
5. Although it is a horror film, ______.
6. Despite his age, ______.









3

1. I don't think Stallone is a very good actor although he was very good in the *Rocky* films.
2. Although many European film directors have gone to Hollywood to make films, few have had as much success as Milos Forman.
3. Despite having to work the next day, they watched films on DVD all night.
4. Although he has performed excellently in many films, he has never won an Oscar for Best Actor.
5. In spite of beginning with a terrible disaster, the film has a happy ending.

However* and *nevertheless

Ask Ss to study the **Grammar** box. Draw Ss' attention to the meaning and use of *however* and *nevertheless* by analysing the instruction and example in the **Grammar** box. Then ask some more able Ss to give some more examples.

4 Tell Ss what they should do. Ask Ss to do the grammar exercise individually. Remind them to look back to the **Grammar** box and use a dictionary if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

Key:

1. However/ Nevertheless
2. Despite/ In spite of
3. However/ Nevertheless
4. Although
5. Although

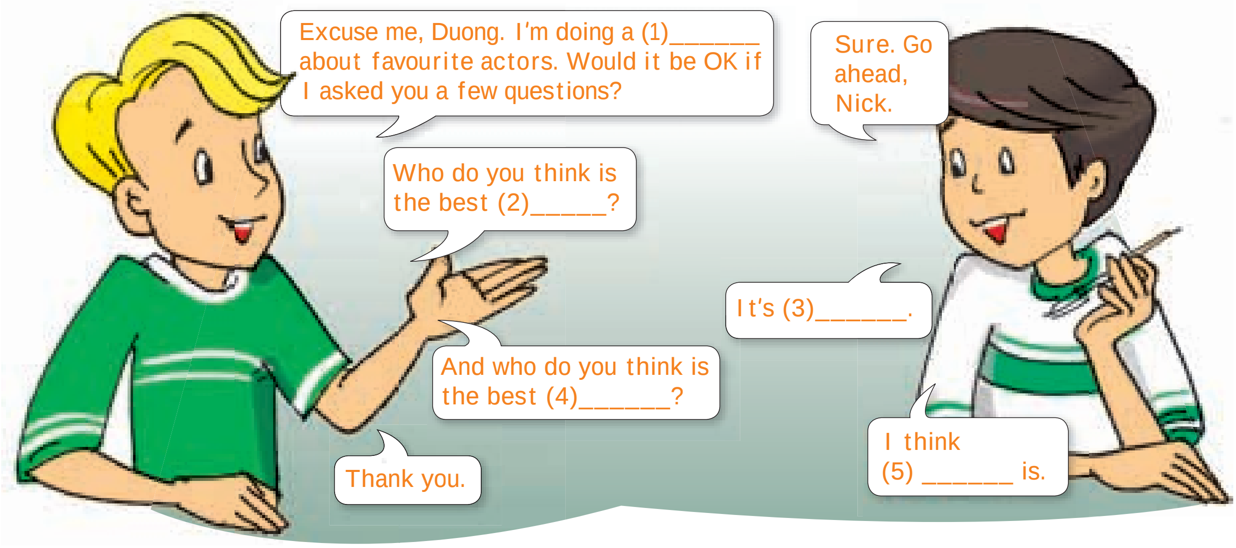
5 Ask Ss to read the instruction. Ask Ss to do the exercise individually, using their own ideas to write sentences. Then have them work in pairs, comparing their sentences. T can go around to help Ss.

COMMUNICATION

Extra vocabulary

survey **go ahead** **violence**

1 Listen to the conversation and fill in the blanks with the words you hear.



2 Work in groups of six or eight. Each student chooses one of the following sets of survey questions.

Survey on favourite actors
(1) Who do you think is the best actor?
(2) Who do you think is the best actress?

Survey on the best films
(1) What is the best film you've seen recently?
(2) Who did it star?

Survey on action films
(1) Do you enjoy action films?
(2) Is it OK for young kids to see violence on TV?

Survey on cartoons
(1) Do you like to watch cartoons?
(2) Who is your favourite character?

Survey members of the group.

A SURVEY ABOUT ___		
Name	Question 1	Question 2

3 Make notes of your results.

Most people I have surveyed ______________________________.

About half of the people I have surveyed ______________________________.

Almost no one I have surveyed ______________________________.

4 Join another group. Report your results to those group members.

COMMUNICATION

Introduction

– Before Ss open their books, ask them what kind of films they like to see and who their favourite actors/actresses are. T can say: *Today, we are going to do an interview with your classmates about films. Please think of the questions you may ask your friends in your interview with them.*

– Help Ss understand the meanings of the words in Extra vocabulary by using pictures, examples or even translation.

1 Ask Ss to look at the picture and read the conversation and guess what the missing words from the blanks may be. Play the recording and let Ss check their guesses. Play the recording again for Ss to check their answers. If time is limited, T can play only the sentences that include the information Ss need for their answers.

Key: **1.** survey **2.** actor **3.** Tom Cruise **4.** actress **5.** Angelina Jolie

Audio script:

Nick: Excuse me, Duong. I'm doing a survey about favourite actors. Would it be OK if I asked you a few questions?

Duong Sure. Go ahead, Nick.

Nick: Who do you think is the best actor?

Duong: It's Tom Cruise.

Nick: And who do you think is the best actress?

Duong: I think Angelina Jolie is.

Nick: Thank you.

2 Ask Ss to work in group of six or eight, asking their group members one set of questions. Remind them to write the names of the people they interview and note the answers in the table.

3 Have Ss make notes of their survey results, using the suggestions in the Student's book. T can have them practise reporting the results of their surveys in pairs or in groups.

4 Ask Ss to join another group, reporting the results of their surveys to the new members. Choose some Ss to report the results of their interviews before the whole class. After each student has finished his/her report, ask for some comments from other Ss. Then make comments and correct Ss' any common mistakes.

SKILLS 1

Reading

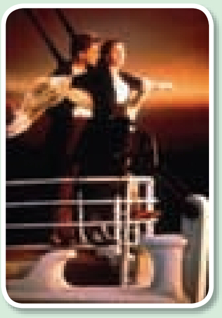
1 **Read Nick's review of the film *Titanic* on his blog. Then find and underline these words in the passage. What do they mean?**

sinking   must-see   special effects   visuals

FILM BLOG



Mon, Apr 20, ...



Titanic is a romantic film, which was directed by James Cameron. However, it's also about a disaster. It stars Leonardo DiCaprio and Kate Winslet.

The film is about the sinking of the ship *Titanic* on its first voyage. The main characters are Jack Dawson and Rose DeWitt Bukater. Jack saves Rose from killing herself during the journey on board the ship. Although they are from different social classes, and Rose is already engaged, they fall in love. The film has a sad ending: the *Titanic* sinks and more than a thousand people die in the disaster, including Jack.

Critics say it is a must-see. I agree, because the story is moving and the acting is excellent. The special effects, visuals, and music are also incredible.

Titanic is a very sad film. Nevertheless, many people really love it. Go and see it if you can.

Posted by Nick at 5.30 p.m.

2 **Read Nick's blog again and answer the questions.**

1. What kind of film is *Titanic*?
2. Who does *Titanic* star?
3. What is *Titanic* about?
4. What do you know about the main characters of *Titanic*?
5. How is the ending of *Titanic*?
6. What do critics say about *Titanic*?

Speaking

3 **Look at the film posters below. Work in pairs. Talk about the films you would/wouldn't like to see.**

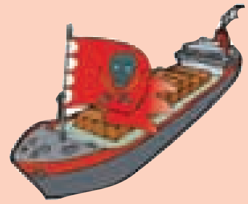
PIRATES OF SOUTHEAST ASIA

Documentary: About modern day pirates in Indonesia and Malaysia who attack other ships.

It stars Peter O'Toole as the voice of the narrator.

Critics say the film is shocking, but it is a must-see.

Showtimes: 8.15 p.m. at Broadway Theatre.



BIG BEN DOWN

Action: About a group of terrorists who take control of Big Ben, and threaten to blow it up.

It stars Bruce Willis as a New York cop on holiday in London.

Critics say the film is violent and gripping.

Showtimes: 3.30 p.m. and 8.30 p.m. daily at Kim Dong Cinema.



THE CHAINSAW MASSACRE AT HALLOWEEN

Horror: About a killer who escapes from a hospital. The story takes place in a children's camp on Halloween.

It stars Jamie Lee Curtis as a school teacher who falls in love with the killer.

Critics say the film is very frightening and may be the scariest film ever.

Showtimes: 8.00 p.m. at Odeon Theatre.



PLANET OF THE JELLYFISH

Sci-fi: About super intelligent space jellyfish that attack the Earth in the future.

It stars Cameron Diaz as a soldier, who is sent to stop the attack of space jellyfish.

Critics say that the film is fantastic and gripping.

Showtimes: 3.00 p.m. and 8.30 p.m. daily at Ngoc Khanh Cinema.



SKILLS 1

Introduction

Ask Ss to look at the picture of the film *Titanic*. Ask them: *Have you ever seen this film? Do you know who the actor and actress in the picture are? Do you like him/ her? Why/ Why not?*

Reading

1 Ask Ss to read the passage quickly and find out whether Nick likes the film or not. Then ask Ss to find out where the words *sinking, must-see, special effects,* and *visuals* are in the passage. T may help Ss work out the meanings of these words out of the passage.

2 T can set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.

Key:

1. It is a romantic film.
2. It stars Leonardo DiCaprio and Kate Winslet.
3. It is about the sinking of the ship *Titanic* on its first voyage.
4. The main characters are Jack Dawson and Rose DeWitt Bukater. Jack saves Rose from killing herself during the journey on board the ship. Although they are from different social classes, and Rose is already engaged, they fall in love.
5. The ending of *Titanic* is very sad.
6. They say it is a must-see.

Speaking

3 First, ask Ss to read every film poster. T can help them with the new vocabulary. Then ask Ss to work in pairs, talking about the films they would/ wouldn't like to see. T can go around to help Ss. After finishing, T can call some pairs to practise in front of the class.

4 **Now, ask and answer questions about the films.**

Example:

A: I want to see *Planet of the Jellyfish.*

B: What kind of film is it?

A: It's a science fiction.

B: What is it about?

A: It's about ...

5 **Hotseating: In groups, choose a student to play the role of a character in any of the films above. Brainstorm questions you'd like to ask. Then interview the student.**

Example questions:

Can you describe your new film in three words?

Did you enjoy making the film?

Why should we watch this film?

SKILLS 2

Listening

1 **Nick and his father are talking about Tom Hanks, a Hollywood film star. Listen to their conversation and correct the following statements.**

1. Tom Hanks is Nick's favourite film star.
2. Tom Hanks is a handsome actor.
3. Tom Hanks has won three Oscars.



2 **Listen again. Answer the questions below.**

1. Which Oscar has Tom Hanks won twice?
2. What do critics say about Tom Hanks?
3. What role does Tom Hanks play in *Saving Private Ryan*?
4. Why does Nick's father recommend *You've Got Mail* to Nick?







Writing

3 **Make notes about one of your favourite films.**

Name of film, type of film, and actors or director

The plot: What happens in the film? How is the film? (gripping/moving/hilarious) What about the ending?

Other aspects of the film, the acting, the music, the special effects, the visuals, etc.

Critics' reviews, your overall opinion.

4 **Write a review of your favourite film. Use the information in 3, and the film review on Nick's blog as a model. You may follow the writing plan below.**

Introduction (*Paragraph 1)*

Name of film, type of film, and actors or director

Body

Paragraph 2:

The plot: What happens in the film? How is the film? (gripping/moving/hilarious) What about the ending?

Paragraph 3:

Other aspects of the film: the acting, the music, the special effects, the visuals, etc.

Conclusion (*Paragraph 4)*

Critics' reviews, your overall opinion (Why you recommend the film to everyone)

4 First, ask Ss to work in pairs, asking and answering about the films from the posters. T can go around to help weaker Ss. After finishing, T can call on some pairs to practise in front of the class.

5 First, remind Ss of the words or phrases about films. Ss may refer to the words and phrases that they can use to talk about films in **Getting Started, A Closer Look 1,** and **Communication.** Then, ask Ss to work in groups. Each group chooses a student to be in the hot seat, playing the role of a character in any of the films in the posters. The other members brainstorm the questions they would like to ask. Then, they in turns interview the student in the hot seat. T can go around to provide support if necessary.

SKILLS 2

Listening

Introduction

Ask Ss to tell about their favourite actors/ actresses. Ask them: ***Who is your favourite actor/ actress? What does he/ she look like? What are his/ her successful films? What awards/ prizes has he/ she won? What do critics say about him/ her?...***

1 Ask Ss to read the instruction carefully and remind them to remember key words in the statements. Play the recording and ask Ss to correct the statements. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers.

Key: **1.** Tom Hanks is **Nick's father's** favourite film star. **2.** Tom Hanks **isn't** a handsome actor.
3. Tom Hanks has won **two** Oscars.

Audio script:

Nick: Who is your favourite film star, Dad?
Dad: Tom Hanks, of course.
Nick: Tom Hanks? Who is he?
Dad: He is one of the most famous and richest actors in Hollywood.
Nick: Really? Has he won any awards?
Dad: Yes, he has won the Oscar for Best Actor twice.
Nick: Two Oscars? Amazing! He must be very handsome!
Dad: No, he isn't. He isn't an attractive actor, compared to other actors in Hollywood. However, most critics say that he is one of the best actors.
Nick: What kind of roles does he often play?
Dad: He often plays serious roles such as a soldier in *Saving Private Ryan*, or a lawyer who has AIDS in *Philadelphia*. He also appears in many other entertaining films such as *Bachelor Party, The Man With One Red Shoe,* etc.
Nick: Can you recommend one of his best films?
Dad: Of course, *You've Got Mail*. It's one of the biggest comedies of the 1990s.

2 Ask Ss to read the rubric and study the questions carefully. Ss can work in pairs to discuss the answers from the information they have heard in **1**.
Play the recording again and have Ss answer the questions as they listen. Ss can share their answers with their partners. With a weak class, T may play the recording many times until Ss have chosen all their answers. Call some Ss to write their answers on the board.
Play the recording again for Ss to check the answers. T can pause at the sentences that include the information Ss need for their answers.

Key: **1.** He has won the Oscar for Best Actor twice. **2.** They say he is one of the best actors in Hollywood.
3. He plays the role of a soldier in *Saving Private Ryan*. **4.** Because it is one of the biggest comedies of the 1990s.

Writing

3 Ask Ss to make notes about one of their favourite films. Remind them that they do not have to write full sentences and they can use abbreviations. Then, ask Ss to share their notes with their partners. T can ask some more able Ss to read out their notes to the whole class.

4 Set up the writing activity. T reminds Ss that the first and important thing is always to think about what they are going to write. In this case, Ss do not have to think of many ideas of what to write because they have made notes in **3**. So T only has to brainstorm Ss for the language necessary for writing. T can ask Ss to refer back to the reading in **Skills 1** for useful language and ideas, and note some necessary expressions and language on the board.
Ask Ss to write the draft first. Then have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups. T can display all or some of the leaflets on the wall/ notice board. Other Ss and T give comments. Ss edit and revise their writing as homework.

LOOKING BACK

Vocabulary

1 **Think of an example of every type of films in the box.**

science-fiction (sci-fi)	romantic comedy
thriller	comedy
documentary	action
horror	animation

Example: Mr Bean is a comedy.

2 **Read the sentences. What types of films are the people talking about?**

1. The acting was excellent, and I laughed from beginning to end.
2. The scene was so frightening that I closed my eyes.
3. I think this film will be liked by people who are interested in true stories.
4. It is hilarious, and it is really moving too.
5. The special effects are incredible! The robots look real.

3 **Fill in the blanks with *-ed* or *-ing* adjectives that are formed from the verbs in brackets.**

1. I have never felt as (terrify) ______ as I did when I watched that horror film.
2. In spite of spending millions of dollars on the film, it was (disappoint) ______.
3. They found his behaviour (annoy) ______.
4. We were (satisfy) ______ with the service at the cinema.
5. We found the film's plot (shock) ______.

4 **Complete the second sentence in each pair, using the word in brackets. The meaning of both sentences should be the same.**

1. They found the film exciting. (excited)
   They ______ about the film.
2. The film bored them so they left halfway through it. (boring)
   The film ______ so they left halfway through it.
3. The ending of the film was quite moving. (moved)
   We ______ at the ending of the film.
4. His new film is really surprising. (surprised)
   You'll ______ at his new film.
5. Lots of people are confused by the way he behaves. (confusing)
   Lots of people find ______.

Grammar

5 **Match the first half in A with the suitable half in B.**

A	B
1. Although he set off early, ______	a. popcorn is selling well.
2. Despite public protests, ______	b. however, it is decreasing now.
3. In spite of high prices, ______	c. it'll be better than staying at home.
4. The ticket price has been quite high; ______	d. he arrived late.
5. Although I don't really like to go to the cinema, ______	e. the Government decided to put a ban on the film.

Communication

6 **Number the lines of the dialogue in the correct order.**

____	A. How about going to the movies?
____	B. I think Now You See Me would be a good choice.
____	C. Where should we meet?
____	D. That sounds pretty good. I've seen the trailer.
____	E. What are you doing tomorrow night?
____	F. Which movie?
____	G. Perfect!
____	H. I can pick you up. Is 7 o'clock alright for you?
____	I. Nothing much. Why do you ask?

Finished! Now I can ...	✓	✓✓	✓✓✓
• use words and phrases for different types of films			
• distinguish the uses of *-ed* and *-ing* adjectives			
• use connectors: *although, despite/in spite of, however,* and *nevertheless*			
• talk about favourite films			
• write a film review			

LOOKING BACK

This is the review and drill section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help Ss see how far they have progressed, and which areas need further practice.

The questions in **Looking Back** match the **Finished!** self-assessment statements at the end of this lesson. Ss should check how well they did at each question and use that information when filling in the self-assessment.

Vocabulary

1 Ask Ss to think of as many examples of different types of films as possible. Then ask some Ss to say out their examples in front of the class. Examples of Vietnamese films are fine.

2 Ask Ss to read the sentences carefully and decide which type of films the people are talking about. Remind them that the adjectives in the sentences will provide the context for them to choose the correct types of films.

Key:	**1.** It's a comedy.	**2.** It's a horror film.	**3.** It's a documentary.
	4. It's a romantic comedy.	**5.** It's a sci-fi film.	

For **3** and **4**, ask Ss to do them individually first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.

3

Key:	**1.** terrified	**2.** disappointing	**3.** annoying
	4. satisfied	**5.** shocking	

4 **1.** They were excited about the film.

2. The film was boring so they left halfway through it.

3. We were moved at the ending of the film.

4. You'll be surprised at his new film.

5. Lots of people find the way he behaves/ his behaviour confusing.

Grammar

5 First, ask Ss to do individually. Then ask them to check their answers with a partner before discussing the answers as a class. Remind Ss to keep a record of their original answers so that they can use that information in their *Now I can...* statement.

Key:	**1.** d	**2.** e	**3.** a	**4.** b	**5.** c

Communication

6 First, ask Ss to do the task individually to number the lines of the dialogue. Then ask them to check their answers with the whole class. After finishing, ask Ss to practise saying the dialogue with their partners.

Key:	**1.** E	**2.** I	**3.** A	**4.** F	**5.** B	**6.** D	**7.** G	**8.** C	**9.** H

Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT

FILM POSTERS

1 **Look at the film posters below. Think about the following questions.**

- What is the purpose of a film poster?
- Which do you like? Why?
- What information can you find on the posters?
- What other information could you include?

2 **Choose one of your favourite films and design a poster for it.**

3 **Then organise an exhibition of film posters in your class.**



CRAZY COCONUT

Romantic Comedy: About a female professor who has to live with a selfish and lazy film star on a deserted island, after a shipwreck.

It stars Julia Roberts as the professor and Brad Pitt as the film star.

Critics say the film is extremely funny and entertaining.

Showtimes: 7:45 p.m. and 9:45 p.m. daily at Dan Chu Cinema

JOB SWAP!

Comedy: About a poor night club dancer who changes places for a day with a rich prince.

It stars Chris Rock as the nightclub dancer and Robin Williams as the prince.

Critics say the film is hilarious and entertaining.

Showtimes: 4:30 p.m. and 8:30 p.m. daily at Main Street Theatre



PROJECT
Film posters

1 Ask Ss to read the film posters and point out what information should be included in a film poster. Then ask Ss to work in pairs/ groups to discuss the questions. Each student can make notes about the ideas from his/ her partner or other group members.

2 Ask each student to choose one of their favourite films, and design a poster for it. They can use the ideas from their notes for their task. If there is enough time, T can let Ss complete the project in class. Ss can complete the project as homework if the time is not enough.

3 When Ss have finished their film posters, ask them to display their leaflets on the wall/ notice board. T can choose some of the film posters and ask Ss to give comments.

Unit 9 FESTIVALS AROUND THE WORLD

THIS UNIT INCLUDES:

VOCABULARY
Types of festivals
Festival activities

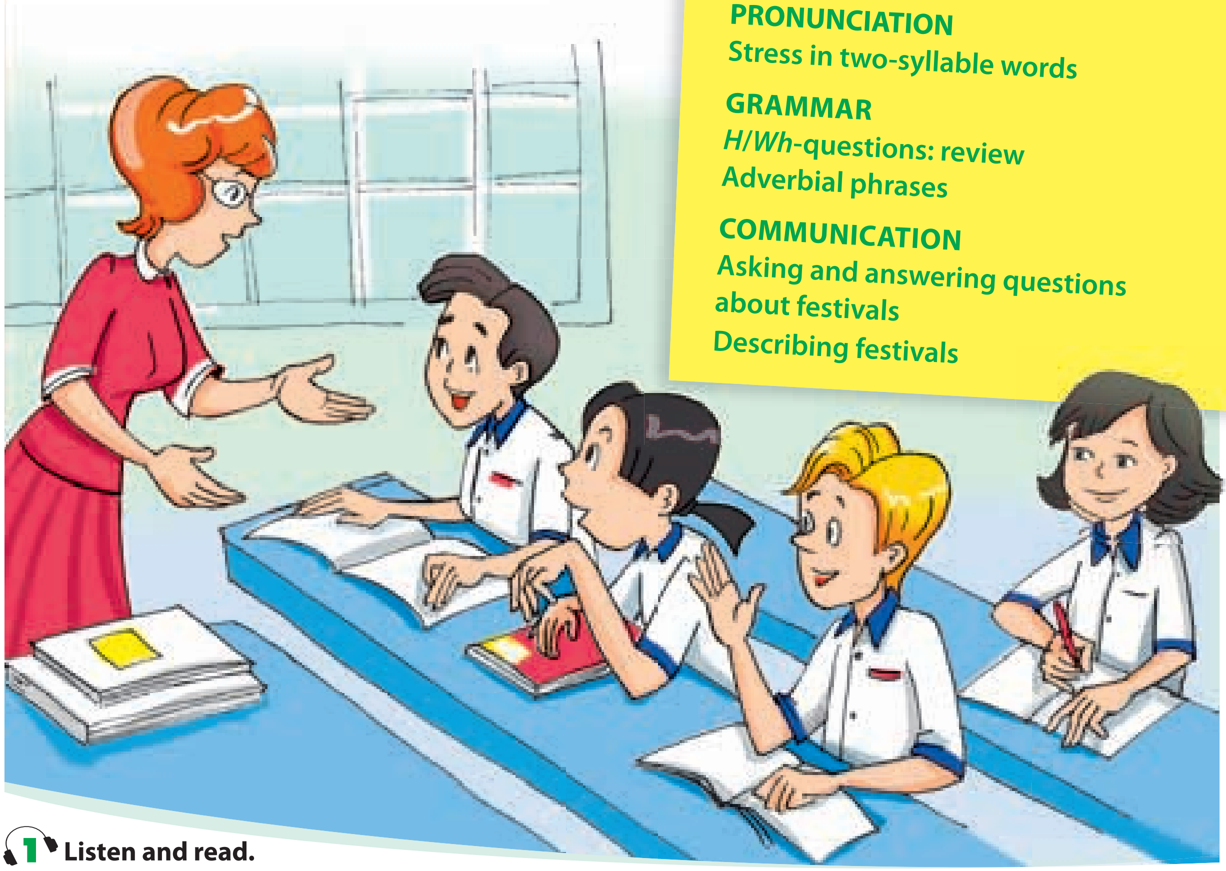
PRONUNCIATION
Stress in two-syllable words

GRAMMAR
H/Wh-questions: review
Adverbial phrases

COMMUNICATION
Asking and answering questions about festivals
Describing festivals

GETTING STARTED

The festival project



1 Listen and read.

Teacher: Which festival did you choose, Nick?
Nick: Actually, I chose a Vietnamese festival!
Teacher: Oh really? Which one did you choose?
Nick: I chose the Elephant Race Festival in Dak Lak. I think elephants are fascinating animals! It must be amazing to see them racing.
Teacher: OK, that's interesting. How about you, Mai?
Mai: I chose Diwali. It's an Indian festival.
Teacher: Why did you choose it?
Mai: Well, it's called the 'Festival of Lights' and it's a religious festival. I think candles are so romantic, and I love fireworks. There are lots of both during Diwali.
Teacher: That's a great choice. And you, Phong?
Phong: I chose La Tomatina. It's held in Spain, in a small town called Buñol. It's a seasonal festival to celebrate the tomato harvest.
Teacher: What do you like about it?
Phong: For one hour, people get to throw tomatoes at each other!
Teacher: Wow! That does sound unusual. OK, finally, Mi.
Mi: I chose something a little different. It's a music festival called Burning Man. It's held every year at the end of August. People go to the desert, make a camp, and have a party!
Teacher: Wow, that's a new one on me! Sounds fascinating. OK, I'd like you to write up your reports and hand them in to me by ...

Objectives:

By the end of this unit, Ss can:

- pronounce two-syllable words with correct stress in isolation and in context
- use lexical items related to the topic 'Festivals around the world'
- use adverbial phrases correctly and appropriately
- make and answer *H/ Wh*-questions correctly
- ask about and describe different festivals
- read for specific information about an unusual festival
- listen to get specific information about a music festival
- write a description of a festival they attended

GETTING STARTED
The festival project

Introduction

Review the previous unit before Ss open their books by asking them to solve a crossword puzzle. Draw the following crossword on a big piece of paper or on the board and read out the clues one by one.

Tell them that the red word is the topic of the new lesson. Divide the class into two teams A and B. Ss from each team take turns to solve each puzzle. The game finishes when a student guesses the red word correctly.

Solve the crossword below.

				1								
	2											
				3								
		4										
			5									
		6										
				7								
8												

1. Tom Hanks is a famous _______ star.
2. *Mr Bean's Holiday* is the _______ I like best.
3. That film was so _______ that I couldn't sleep after watching it.
4. Tra Giang is one of the most well-known _______ in Viet Nam.
5. I couldn't help laughing when watching that film. It's _______.
6. My mother cried a lot because the film was very _______.
7. _______ films usually have lots of chases and fighting.
8. If a film tells an exciting story about murder or crime, it's a _______.

Key:

				1	F	I	L	M				
	2	C	O	M	E	D	Y					
				3	S	C	A	R	Y			
		4	A	C	T	R	E	S	S	E	S	
			5	H	I	L	A	R	I	O	U	S
		6	M	O	V	I	N	G				
				7	A	C	T	I	O	N		
8	T	H	R	I	L	L	E	R				

Write the unit title on the board 'Festivals around the world'. Ask Ss what 'festival' means to them. Explain that a festival is a series of public events connected with a particular activity or idea. Ask them to call out the festivals they know, both in Viet Nam and in the world.

1 Ss keep their books closed. Write 'The festival project' on the board and ask the Ss to guess the content of the lesson. After Ss guess, let them open their books and read the conversation quickly to check their ideas.

a **Answer the following questions.**

1. Did the teacher expect Nick to choose a Vietnamese festival? Why/Why not?
2. What do people do to celebrate Diwali?
3. Which festival is held in a small town?
4. Why does Mi think her festival is unusual?
5. What should the students do after this discussion with the teacher?

b **Tick (✓) true (T) or false (F).**

		T	F
1.	Nick chose the festival because he would like to see elephants racing.	☐	☐
2.	The 'Festival of Lights' is another name for Diwali.	☐	☐
3.	People throw tomatoes at each other for one day at La Tomatina.	☐	☐
4.	Burning Man is held in the desert.	☐	☐

2 **Write the festivals in the box under the pictures. Then listen and repeat.**

Tet	Easter
Christmas	Cannes Film Festival
Rock in Rio	Halloween
Water Festival	Ghost Day



1. ______________



2. ______________



3. ______________



4. ______________



5. ______________



6. ______________



7. ______________



8. ______________

3 **Match the festivals below with the reasons they are held.**

religious | seasonal | music/arts | superstitious



4 **Compare your answers with a partner.**

Example:

A: I think Rock in Rio and the Cannes Film Festival are music or arts festivals.

B: I agree.

A: Which do you think are seasonal festivals?

B: I think Christmas and Easter. How about you?

A: I think Halloween and Ghost Day.



5 **Can you add any more festivals to the groups in 3?**

a Ss work independently. Allow them to share answers before discussing as a class. Remember to ask Ss to read out the lines in the conversation that help them to answer the questions.

Key:

1. No, she didn't because she said "Oh really?" to show her surprise.
2. People light candles and display/ let off fireworks.
3. It's La Tomatina.
4. Because to celebrate the festival people go to the desert, make a camp, and have a party.
5. They should write up reports and hand them into the teacher.

b Ss read the conversation again to do this exercise. Ask for Ss' answers as well as the explanation for their choices. Write the correct answers on the board.

Key:	1. T	2. T	3. F (for one hour only)	4. T

2 Tell Ss that in the box are the names of some festivals. Ss do this activity in pairs. Call some Ss to give their answers and write them on the board without saying if their answers are correct. Play the recording for Ss to listen, check and repeat their answers. Make sure that Ss pronounce the names of the festivals correctly.

Key:	1. Water festival	2. Cannes Film Festival	3. Ghost Day	4. Tet
	5. Rock in Rio	6. Christmas	7. Halloween	8. Easter

3 Explain to Ss that festivals are held for different reasons. The reasons in the box are the most common ones. Ask Ss if they know the meaning of 'seasonal', 'religious' and 'superstitious'. If they don't, quickly explain them.

seasonal (adj): relating to or happening during a particular period in the year

religious (adj): connected with religion or with a particular religion

superstitious (adj): based on the belief that particular events happen in a way that cannot be explained by reason or science

Ss do this activity individually.

Key:

religious: Halloween, Ghost Day
music/arts: Rock in Rio, Cannes Film Festival
seasonal: Tet, Water Festival
religious: Christmas, Easter

4 Now Ss work with a classmate and compare their answers. Remind them to follow the model conversation in the book. Walk around and help where needed.

Ask some pairs to act out the conversation. Write their answers on the board. Confirm the correct answers.

Ask Ss if they know anything about the festivals. T may share some information with Ss.

5 Organise a competition game for this activity. Ss work in groups of five-six. In five minutes, Ss write down as many festivals for each group in **3** as possible. The group with the most festivals is the winner.

The winning group read the festivals out loud. Other groups add more festivals if they can.

OR: Ss work in four groups. In five minutes each group write down all the festivals of one group in **3** they know. After the allowed time, ask one representative from each group to write their answers on the board.

A CLOSER LOOK 1

Vocabulary

1 a Can you complete the table below with appropriate verbs, nouns and adjectives? Listen and check your answers.

Verb	Noun	Adjective
celebrate	1. ________	celebratory
	festival	2. ________
3. ________	parade	
	4. ________	cultural
perform	performer 5. ________	

b Now complete the following sentences with the words from the table in a. You do not need to use all the words. The first letter of each word has been given.

1. Carnival (*Carnaval* in Portuguese) is a popular f______ in many countries in South America.
2. It usually happens in February, and South American people c______ it in different ways.
3. The Rio Carnival is the biggest and most famous, with the most lively c______.
4. It gives people a chance to learn about the true c______ of Brazil.
5. People wear costumes and p______ through the streets, playing samba music and dancing.
6. The highlight of the Rio Carnival is the Samba Parade with thousands of samba p_______ from various samba schools.

2 In groups, choose a festival. Take turns to say the name of the festival, then add an action.

Example:

A: I am going to Rio Carnival to watch performers dance.

B: I am going to Rio Carnival to watch performers dance, and musicians play samba music.

C: I am going to Rio Carnival to watch performers dance, and musicians play samba music, and ...

Pronunciation

Stress in two-syllable words



Look out!
In two-syllable words the mark (') represents the stressed syllable. The general rules are:

Type of word	General rule	Exceptions
most nouns and adjectives	stress on the first syllable e.g. *'country*	*a'sleep* *a'broad* *ma'chine*
most verbs	stress on the second syllable e.g. *re'ceive*	*'copy* *'differ* *'happen* (two-syllable verbs ending in *er/en*)

3 Listen and repeat the words. Then listen again and put them in the correct column according to their stress pattern.

gather picture relax artist enjoy
hotel lovely describe rename famous

Stress on 1st syllable	Stress on 2nd syllable

4 Circle the word with a different stress pattern from the others. Then listen and check.

1. money	dancer	shopping	balloon
2. common	happy	complete	joyful
3. prepare	enter	answer	listen
4. pumpkin	funny	water	alone
5. tidy	compete	prefer	adopt

5 Read the following sentences and mark (') the stressed syllable in the underlined words. Then listen, check and repeat.

1. We're going to discuss our festival <u>project</u>.
2. A lot of <u>dancers</u> go to Rio de Janeiro to <u>attend</u> the Rio Carnival.
3. I think nobody will <u>answer</u> the phone because they have gone to the <u>music</u> festival.

A CLOSER LOOK 1

Vocabulary

1 **a** Have Ss look at the table in the book. Make sure that they understand what to do. Ss complete the table individually and then compare their answers with a partner. Call three Ss to the board to write their answers.

Play the recording for Ss to check their answers. Confirm the correct answers. Replay the recording for Ss to repeat the words.

Key: 1. celebration 2. festive 3. parade 4. culture 5. performance

Audio script: celebration festive parade culture performance

b Before Ss do this exercise, have them read all the sentences and guess the part of speech of the word to be filled in each blank. Ask Ss to call out their guesses and confirm the correct answers. Ss do this activity individually and then in pairs. Have some Ss write their answers on the board. Comment on and confirm the correct answers.

Key: 1. festival 2. celebrate 3. celebrations 4. culture 5. parade 6. performers

Additional activity for stronger groups of Ss: Ss make sentences with other words in the table. Have some Ss write their sentences on the board. Other Ss give comments. Check if the sentences are grammatically correct and make sense.

2 In groups, Ss do the activity. They choose one activity and take turns to lengthen their sentences by adding the activities. This can be organised as a competition game. After five minutes, whichever group has the longest sentence is the winner. They then write the sentence on the board. Elicit some more sentences from other groups. Have one student underline all the festival activities in the sentences. Remind Ss to take notes of those sentences in their notebook.

Pronunciation

Stress in two-syllable words

It's necessary to help Ss understand what a syllable is. Explain to them that a syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word. Give some examples of one-, two- and three-syllable words.

Tell them that in this lesson, they just focus on two-syllable words and their common stress pattern. Have Ss give out some more two-syllable words. Ask Ss to read the rules in the table. Tell them that these are the most common rules. Explain each rule and have Ss give some examples.

3 Have Ss read out the words first. Then play the recording for them to listen and repeat the words. Play the recording as many times as necessary.

Audio script: gather picture relax artist enjoy hotel lovely describe rename famous

Play the recording again. Ask Ss to put the words in the correct column while they listen.
Ss compare their answers in pairs before T checks their answers with the whole class.

Key:

Stress on 1st syllable	Stress on 2nd syllable
gather	relax
picture	enjoy
artist	hotel
lovely	describe
famous	rename

Ask Ss to give more examples for each group.

(Because of the limited space, activities 4 and 5- A Closer Look 1 are put on page 29T.)

A CLOSER LOOK 2

Grammar

Adverbial phrases

1 **Look at the pictures below. What information would you like to know about this festival?**





Look out!

An adverbial phrase gives extra information about the time, place, manner, etc. of an action. Adverbial phrases are made with nouns, prepositions or infinitives.

They can be used to answer different questions.

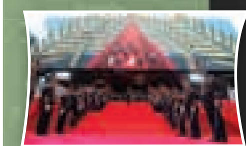
Type/Question	*Example*
Time (when?)	The Festival of the Sun is held on June 24th.
Place (where?)	The festival is celebrated in Peru.
Frequency (how often?)	The festival takes place every year.
Reason (why?)	People attend the festival for fun.
	A lot of people go to Cusco, Peru, to attend the festival.
Manner (how?)	People celebrate it in a special way.
	People celebrate it with street fairs and live music.

2 **Now look at the webpage. Complete the table about the festival.**

fotopedia

The Cannes Film Festival





Every year Cannes hosts its international film festival. Cannes is a busy tourist city in France, but in May everything stops for the festival. People take the festival in a very serious way. Film directors, stars, and critics all come to the festival. A panel of judges watches the new films to award prizes for the best ones. The biggest prize is the Palme d'Or, which is given to the best film.

What?	
Who?	
Where?	
When?	
How often?	
How?	
Why?	

3 **Now think about a festival you know in Viet Nam. Complete the table with information about that festival, then tell your partner about it.**

What?	
Who?	
Where?	
When?	
How?	
Why?	

4 Ss circle the words individually, then compare their answers in pairs. Have some Ss give their answers. Write them on the board.

Play the recording for Ss to check their answers. Confirm the correct answers. Play the recording again for Ss to repeat the words. Ss practise reading the words.

Key: 1. balloon 2. complete 3. prepare 4. alone 5. tidy

Audio script:

1. money	dancer	shopping	balloon	
2. common	happy	complete	joyful	
3. prepare	enter	answer	listen	
4. pumpkin	funny	water	alone	
5. tidy	compete	prefer	adopt	

5 Ss do this exercise individually first then compare their answers with a partner. Call some Ss to go to the board and write their answers.

Play the recording and stop after each underlined word for Ss to check their answers. Play the recording again for Ss to repeat each sentence.

Ss work in pairs to practise the sentences. Call some Ss to read the sentences out loud.

Key: 1. 'project 2. 'dancers; at'tend 3. 'answer; 'music

Audio script:
1. We're going to discuss our festival project.
2. A lot of dancers go to Rio de Janeiro to attend the Rio Carnival.
3. I think nobody will answer the phone because they have gone to the music festival.

A CLOSER LOOK 2

Grammar

Adverbial phrases

1 Ask Ss to look at the pictures and think of the information they want to get about the festival. Elicit Ss' answers and quickly write some on the board in note forms, e.g. place, time … Tell them that when we give these pieces of information we can use adverbial phrases.

Have Ss read the information in the first part of the table. Explain the formation of adverbial phrases in detail by giving some more examples:

+ Adverbial phrases made with nouns: *every year, last week*
+ Adverbial phrases made with prepositions: *in 2013, in a small town, with beautiful plants*
+ Adverbial phrases made with *to*-infinitive: *to enjoy the party, to have more friends*

Ss look at the second part of the table to understand more about the different types of adverbial phrases.

Ask Ss to work in pairs. Each pair writes down three sentences with three different adverbial phrases. Some Ss read their sentences aloud. Give comments.

2 Tell Ss that they are going to read information about the Cannes Film Festival and complete the table. Ss do this exercise individually then compare their table with a partner. Draw two tables on the board and have two Ss write their answers in the table. Ask other Ss to comment on the answers. Confirm the correct answers.

Key:

What?	a film festival
Who?	film stars; directors; critics
Where?	in a city in France
When?	in May
How often?	every year
How?	in a very serious way
Why?	to win the Palme d'Or

If time allows, have Ss give a short talk about the festival using the information in the table.

3 Ss think of one festival in Viet Nam they know and fill the table with all the information about that festival. After they have finished with the table, they work with a classmate to share the information.
Have some Ss present their table to the whole class and give a short talk about the festival.

H/Wh-questions: review

There are seven *Wh*-questions and one *H*-question in English: *what, which, where, when, who, whose, why* and *how*.

Remember!

Question words and their auxiliaries are usually contracted in speech.



Example:

Who is = Who's	What will = What'll
Who's coming to the festival?	What'll they do there?

4 **Join the questions to the types of answers. There may be more than one correct answer to each question.**

who — why — which — whose — what — when — where — how

whole sentence (limited options) — whole sentence — person — reason — belonging to a person/thing — manner — time — place

5 **Phuong is doing an interview for VTV. Can you match her questions with the interviewee's answers?**



6 **Now make questions for the underlined parts.**

1. I bought this T-shirt for my brother in Sydney.

   ______________________________?
2. I love music, so I go to the music festival almost every summer.

   ______________________________?
3. My friends saved money to fly to Spain.

   ______________________________?
4. We went to the Flower Festival in Da Lat last year.

   ______________________________?
5. During Tet, the Vietnamese decorate their houses with apricot or peach blossoms.

   ______________________________?

7 **Game: FESTIVAL MYSTERY**



Work in groups. One student thinks of any festival he/she likes. Other students ask questions about the festival to find out what festival it is. Remember to use *H/Wh*-questions and adverbial phrases.

Example:

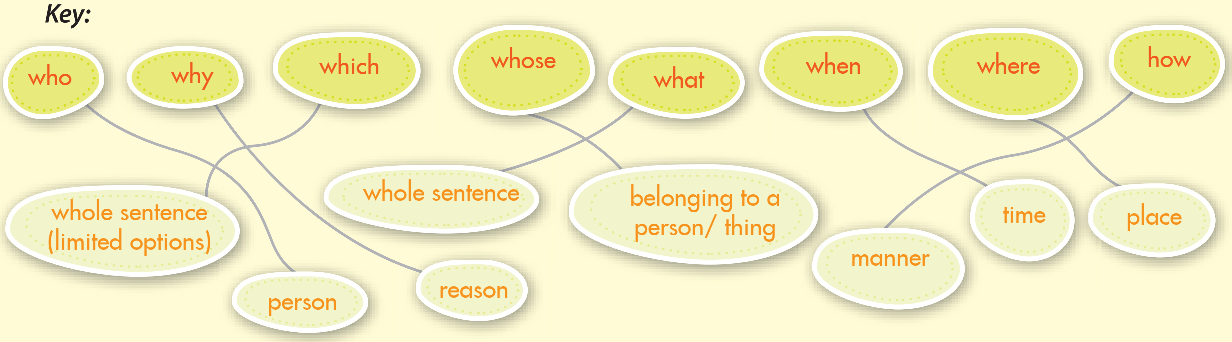
A: Where is the festival held?
B: In the USA and some other countries in the world.
C: When do people celebrate it?
B: On October 31st.
C: What do people do?
B: They put pumpkin lanterns outside their homes.
D: Is it Halloween?
B: Yes, it is.

***H/ Wh*-questions: review**

Without looking at the table, Ss try to remember the *H/ Wh*-questions they know. They now look at the table to check their answers.

4 Ss do this exercise individually, and then compare their answers with a classmate. Check Ss' answers and confirm the correct ones.

Key:



5 Ss do this activity in pairs. Check Ss' answers and have them role-play the conversation. Ask some pairs to act out the conversation in front of the whole group.

Key:

Here I am with Elephant Race organiser, Phong Nguyen. What's this festival all about, Phong?

It's a race between elephants that are ridden by their owners, but really it's a celebration of elephants!

When's it held?

It's normally in March.

Where's it held?

It's always held in Dak Lak. The location can change though – sometimes it's in Don Village, sometimes near the river.

Why's it held?

Elephants are really important. They work really hard for us. The festival is our way of saying 'thank you' to them.

Who comes to the festival?

Many elephant owners and local people. Also, there are more and more tourists every year.

How do elephants win the race?

Well, they have to reach the finish line first.



6 Ss do this exercise individually, then compare their answers with a classmate. Call on some Ss to write their questions on the board. Confirm the correct questions.

Key:
1. Where did you buy this T-shirt for your brother?
2. How often do you go to the music festival?
3. Why did your friends save money?
4. When did you go to the Flower Festival in Da Lat?
5. How do the Vietnamese decorate their houses during Tet?

7 Ss work in groups. Give Ss five minutes to play this game. After five minutes, call one representative from each group to read aloud the names of the festivals they have brainstormed. The group with the most festivals wins.

COMMUNICATION

Extra vocabulary

Thanksgiving	feast	gravy
stuffing	turkey	cranberry

1 Look at the animal below. Discuss the following questions with a partner.

a What animal is it?

b Why is it a special animal in some countries?

c Do you know any festivals where it is important?



2 Now listen and check your answers.

3 In pairs, write true (T) or false (F) for the following sentences. Then listen again and check.

1. Thanksgiving is a seasonal festival only held in the USA.
2. It is held on the third Thursday of November.
3. Families and friends gather to have a feast.
4. In many families, only adults prepare the feast.
5. Cornbread is one of the traditional dishes.
6. After the feast, people always stay at home to play board games.
7. People help those less fortunate at Thanksgiving.



4 Work in pairs. Imagine that one of you is from the USA and the other from Phu Yen, Viet Nam. Ask and answer questions about Thanksgiving and Hoi Mua, a harvest festival in Phu Yen. Use the information in this lesson and on page 35.





A: This photo is so beautiful. Where did you take it?

B: I took it in Hoi Mua festival in my village. Do you have a harvest festival in your country?

A: Sure. It's Thanksgiving. When do you celebrate Hoi Mua festival?

B: In March. What about Thanksgiving?

COMMUNICATION

Review the grammar points that may be used in this lesson such as adverbial phrases and *H/Wh*-questions.

Go through the **Extra vocabulary** with Ss. If Ss do not know any words in the box, quickly teach them.

- *Thanksgiving:* a public holiday in the USA (on the fourth Thursday of November) and in Canada (on the second Monday of October), originally to give thanks to God for the harvest and for health
- *feast:* a large or special meal, especially for a lot of people and to celebrate something
- *gravy:* a brown sauce made by adding flour to the juices that come out of meat while it is cooking
- *stuffing:* a mixture of finely chopped food, such as bread, onions and herbs, placed inside a chicken, etc. before it is cooked to give it flavour
- *turkey:* a large bird that is often kept for its meat, eaten especially at Christmas in Britain and at Thanksgiving in the USA
- *cranberry:* a small sour red berry that grows on a small bush and is used in cooking

1 In pairs Ss look at the picture and discuss the questions. Have Ss share their answers with the whole class. Then go through the correct ones.

Key: a. A turkey
b. It's one of the traditional foods of an important festival.
c. Thanksgiving

2 Play the recording for Ss to check their answers. Confirm the correct answers.

Audio script:

Thanksgiving (also called Turkey Day) is a seasonal holiday held annually to give thanks to God for successful harvests. In the USA the holiday is celebrated on the fourth Thursday of November. In Canada it is celebrated on the second Monday of October because the harvest there generally ends earlier.

Thanksgiving is traditionally celebrated with a feast among family and friends. Not only adults but children take part in the food preparation. Traditional foods are turkey, stuffing, gravy, sweet potatoes, cornbread, mashed potatoes, and cranberry sauce. After the feast people often do some other activities. Some like to go for a walk. Some take naps. Others play board or card games together. A lot of people take this opportunity to help the less fortunate. They volunteer to cook and serve food to homeless people, spend time with sick people in hospitals or help a needy family.

3 Ss work in pairs to decide if the statements are true or false. Have some Ss write their answers on the board. Play the recording again for Ss to check. If there are any incorrect answers, have Ss correct them and explain the reason for their correction.

Key:

1. F (It's also held in Canada.)
2. F (It's celebrated on the fourth Thursday of November and in Canada it's celebrated on the second Monday of October.)
3. T
4. F (Children also take part in food preparation.)
5. T
6. F (Some people like to go for a walk or take naps.)
7. T

4 Ss work in pairs. Imagine that one of them is a student from the USA and the other is from Phu Yen, Viet Nam. Explain that only Ss from Viet Nam read the information on page 35. They continue the conversation in the book or make up their own. After some time, call some pairs to act out the conversation in front of the class. Other Ss give comments. Give feedback on Ss' conversation.

SKILLS 1



Reading

1 **In pairs, look at the pictures below. They are all from the *La Tomatina* Festival in Spain. Put them in the order you think they happen at the festival.**









2 **Now quickly read the texts below and check your answers.**



From:	carlos@fastmail.com
To:	nick@quickmail.com
Subject:	Before the world's biggest food fight

Hi Nick,

My family and I arrived in Buñol, Spain yesterday. It's the town where La Tomatina is held on the last Wednesday of August every year. There are thousands of people here. Luckily, the weather has been wonderful.
We stayed up late, but got up early this morning to attend the festival. We saw that some people had already placed the ham on top of the greasy pole.

I have to go now.
Carlos

From:	carlos@fastmail.com
To:	nick@quickmail.com
Subject:	It's lots of fun

Nick,

Yesterday was the most exciting day of my life!
In the morning, many people tried to climb up the pole to get the ham. At 11 a.m. we saw a jet of water coming from the water cannons and the chaos began. Bags of tomatoes from trucks were thrown to the crowds, and we began throwing tomatoes at one another. We all had to wear goggles to protect our eyes.
After one hour, we saw another jet of water and stopped throwing. The whole town square was red with rivers of tomato juice. Finally, we tried tomato Paella, a traditional Spanish rice dish. Together with local people and tourists, we enjoyed the good food and drinks.

I'm still tired, so bye for now.
Carlos

3 **Read the texts again and answer the questions.**

1. When is *La Tomatina* celebrated?
2. What did Carlos do the day before the festival?
3. What did people place on top of the greasy pole?
4. Why did they have to wear goggles?
5. What was the signal for the start and end of the tomato fight?
6. How was the town square after the fight?

Speaking

4 **Work in groups. Look at the newspaper headlines about two unusual festivals around the world. Discuss what you think is unusual about them.**


15 injured chasing cheese downhill in annual English village festival


Monkeys eat over 2,000kg of fruit and vegetables at annual Monkey Buffet Festival

SKILLS 1

Reading

Tell Ss that they are going to read about an unusual festival in Spain and ask Ss if they can guess anything about this festival from its name *La Tomatina*.

1 Have Ss look at the pictures and describe each of them quickly. Ask some questions, e.g. *What can you see in the pictures?* or *What are the people doing?…*

Now Ss work in pairs to order the pictures. Check Ss' answers and write them on the board.

Key: C D A B

2 Ss read the texts quickly and check their answers. Have Ss correct their answers on the board if they are incorrect.

3 Ss read the texts again to answer the questions. Ss can underline parts of the text that help them with the answers. Ss compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

Key:

1. It is celebrated on the last Wednesday every August.
2. He stayed up late.
3. They placed the ham on top of the greasy pole.
4. They had to wear goggles to protect their eyes.
5. It was a jet from water cannons.
6. It was red with rivers of tomato juice.

Speaking

4 Ss work in groups and read the newspaper headlines. They discuss what is unusual about the festivals. Have some Ss present their group's ideas.





5 **Choose one festival to teach your group about. Read the information about your festival. Plan what you will say.**

	Cheese-rolling	Monkey Buffet
What?	seasonal festival; people race downhill to catch cheese	festival where around 2,000 local monkeys are fed fruit and vegetables
Where?	Cooper's Hill, Gloucester, England	Pra Prang Sam Yot Temple, north of Bangkok, Thailand
When?	spring every year	every year
Who?	people from all over the world	tourists and local people
Why?	to see who will be first to catch the cheese	to get more tourists to the area; to celebrate religious story about a monkey
How?	with great difficulty – the hill is very steep, and many people get injured	the organisers buy around 2,000 kg of fruit and vegetables

6 **Present your festival to your partner. Allow time for them to ask questions at the end.**

SKILLS 2

Listening

1 **Look at the pictures below. What kind of festivals do you think it is? Share your ideas with a partner.**



2 **Listen to Nick talk about a music festival he attended. Tick (✓) true (T) or false (F). Correct the false sentences.**

	T	F
1. The Isle of Wight is the most well-known festival in the world.	☐	☐
2. About 60,000 people attended the festival last year.	☐	☐
3. Nick and his family stayed at a hotel near the campsite.	☐	☐
4. Jon Bon Jovi is Nick's favourite singer.	☐	☐
5. Jon Bon Jovi's band performed for nearly three hours.	☐	☐

3 **Listen again and answer the questions.**

1. When does the festival take place?
2. What are The Killers and the Stone Roses?
3. How did Jon Bon Jovi interest the audience?
4. Where did Nick and his family also go?
5. What did they do there?

Writing

4 **Think about a festival you attended. Make notes about it below.**



5 **Now write a short paragraph about the festival you attended. Use the notes above.**

5+6 Tell Ss that the table includes information about the two festivals in **4**. Split the class into two halves and tell them group A will prepare a presentation about the Cheese-rolling festival and group B about the Monkey Buffet. Ss work individually to prepare and rehearse what they will say. After the preparation time, put each student from group A with a partner from group B to perform their presentations. Ss listen to each other and decide which festival is more interesting. T can invite some Ss to give their presentations to the class.

SKILLS 2

Listening

1 Ss work in pairs, look at the pictures and guess what kind of festivals it is. They then share their answers with the whole group.

2 Ss read the statements and guess if they are true or false. Write their guesses on the board. Play the recording and ask Ss to listen to check their guesses. Ss work in pairs to compare their answers before T plays the recording a second time for pairs to check their answers. Ask for Ss' answers and write them on the board next to their guesses. Don't confirm the correct answers yet.

Audio script:

Last summer holiday my family went back to the UK and we went to a music festival on the Isle of Wight. It is one of the most famous music festivals in our country, which takes place every June. When we got there, I was impressed by the huge number of people. You know about sixty thousand people went to the event. We didn't stay at a hotel but put up a tent in the campsite. It was lots of fun. We listened to a lot of songs by many bands such as The Killers and The Stone Roses. Guess what? We met Jon Bon Jovi! He's my dad's favourite singer. He and his band stirred up the crowd in nearly three hours with the hit songs. We also went to the Bohemian Woods, a beautiful woodland down by the river. There we enjoyed a mix of good music from around the world and escaped the busy and noisy festival for a while.

3 Without listening to the recording, Ss answer the questions. If they meet any difficulty doing this, play the recording again. Have Ss compare their answers in pairs before giving T the answers. Some Ss write their answers on the board. Play the recording a final time to confirm the answers to both **2** and **3**.

Key:

2
1. F (one of the most famous festivals in our country, not in the world)
2. T
3. F (They stayed in a tent.)
4. F (He's Nick's dad's favourite singer.)
5. T

3
1. It takes place every June.
2. They are music bands.
3. He interested the audience with the hit songs.
4. They also went to the Bohemian Woods.
5. They enjoyed a mix of good music from around the world.

Writing

In this writing part, Ss are asked to write a paragraph about a festival they attended.

4 Ss think of one festival they attended and make notes following the suggestions in the book. They can share their notes with a classmate after finishing. If time allows, have some Ss share their notes with the whole class. Make any necessary comments.

5 Ss write their paragraph individually based on the notes they have made. Ask one or two Ss to write the paragraph on the board. Other Ss and T comment on the paragraph(s) on the board. Then T collects the Ss' writing to give feedback at home.

LOOKING BACK

Vocabulary

1 Rearrange the letters to make reasons for holding festivals. Then match them to the pictures of the festivals.

rlisgieou ___________	micus ___________
onaeasls ___________	itiosusuperst_________



1. ________________



2. ________________



3. ________________



4. ________________

2 Complete the sentences with the correct form of the words in brackets.

1. A lot of ______ and artistic activities are held as part of the Flower Festival in Da Lat. (culture)
2. I saw a ______ of flower floats when I attended the festival last year. (parade)
3. We had a ______ meal on my grandfather's birthday. (celebrate)
4. The Christmas season is also called the ______ season. (festival)
5. I loved the ______ of folk songs. (perform)
6. There is a special ______ for Japanese girls on March 3rd every year. (celebrate)

Grammar

3 Complete each question with a suitable H/Wh-question word. More than one question word may be accepted.

1. Look at this photo! ______ were you doing with the candles?
2. ______ did you stay when you were in Ha Noi?
3. ______ do you pronounce the name of the festival?
4. ______ festival does your brother prefer: the Tesselaar Tulip Festival or the Tulip Time Festival?
5. ______ do people celebrate Diwali?
6. ______ did they arrive in Da Nang? On 29th April?

4 Make your own sentences with the adverbial phrases from the box.

in Ho Chi Minh City	last December
to say thanks for what they have	
with apricot blossoms	every year

1. ____.
2. ____.
3. ____.
4. ____.
5. ____.

Communication

5 Role-play in pairs. Student A is a reporter. Student B is a secondary school student. Continue the conversation below.

Reporter: I'm a reporter from Culture Magazine. Can I ask you some questions about your favourite festival?

Student: Yes, of course. I like ___________ best.

Reporter: Well, where's the festival held?

...



Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about festivals and the reasons they are held • use *H/Wh*-questions and adverbial phrases to ask and answer questions • mark the stressed syllable in two-syllable words • write about a festival I attended			

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

Vocabulary

1 Ss do this activity individually then compare their answers with a partner. Ask Ss to go to the board and write their answers. Check Ss' answers. T could ask if some Ss know the name of the festivals in the pictures.

Key:	1. religious (Christmas)	2. music (Glastonbury)
	3. superstitious (Day of the Dead)	4. seasonal (Thanksgiving)

2 Ss do this exercise individually, then compare their answers with a partner. Check Ss' answers. Ask some Ss to write their answers on the board to check their spelling.

Key:	1. cultural	2. parade	3. celebratory/ celebration
	4. festive	5. performance	6. celebration

Grammar

3 Ss do this exercise individually. Check their answers. Accept all the answers if they make sense.

Key:	1. What	2. Where	3. How	4. Which	5. Where/When/How/Why	6. When

4 Ss make up their own sentences using the prompts in the box. While Ss do the activity, go around to help and take notes of any common mistakes to correct as a class later. Ss compare the sentences in pairs. Call on some pairs to read their sentences aloud.

Communication

5 Ss work in pairs to role-play. They ask and answer questions about their favourite festival. Ask some pairs to act out the role-play. Other Ss vote for the best conversation.

Finished!

Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT

A NEW FESTIVAL



1. Work in groups of three or four.
2. Think of a new festival that you would like to have. Be creative!
3. Complete the following table with all information about this festival.
4. Draw pictures of this festival or cut relevant pictures from magazines.
5. Present your festival to the class.

What?	
Who?	
Where?	
When?	
How often?	
Why?	
How?	

Hoi Mua - Phu Yen, Activity 4, Communication, p. 31

People of ethnic minorities in Phu Yen celebrate Hoi Mua Festival every March. It is held to thank the Rice God for the crop, and to pray for better crops in the future. Families also worship their ancestors and parents on this occasion. Villagers voluntarily contribute money and other things to celebrate the festival.

In this festival monks are invited to preach. People play drums, sing songs and dance. They also drink rice wine through a long thin bamboo tube. There are some other activities such as cultural shows, buffalo races, and traditional games. The festive atmosphere is felt around all the villages.



PROJECT
A new festival

Ss work in pairs or groups to do the project. Ss follow the instructions in the book. Answer Ss' questions if there are any. Remember to have Ss present their festival in the next lesson and vote for the best.

REVIEW 3 (UNITS 7 - 8 - 9)

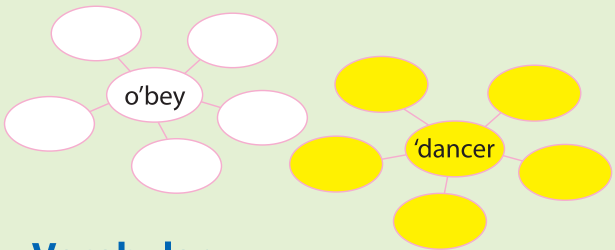
LANGUAGE FOCUS

Pronunciation

1 Choose the word whose the underlined part is pronounced differently.

	A	B	C	D
1.	A. viewed	B. acted	C. filmed	D. starred
2.	A. stopped	B. washed	C. fastened	D. walked
3.	A. joined	B. performed	C. paraded	D. prepared
4.	A. many	B. classmate	C. grade	D. gravy
5.	A. head	B. great	C. death	D. bread

2 Complete the two word webs with two-syllable words according to the stress pattern.



Vocabulary

3 Write the phrases from the box under the road signs.

Ahead only
Railway crossing
No crossing
No right turn
Right turn only


1. ____________


2. ____________


3. ____________


4. ____________

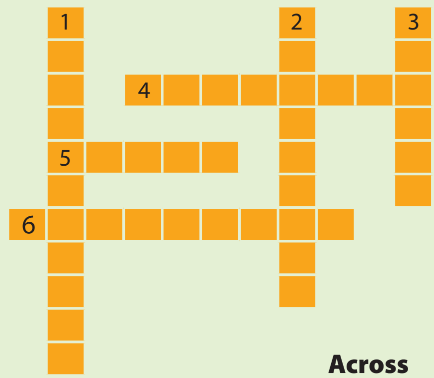

5. ____________

4 Complete the description of Diwali. Fill each blank with the correct form of the word in brackets.



Diwali, the Hindu Festival of Lights, is the most important holiday of the year in India. Special Diwali (1. celebrate)__________ are held across the country in October or November. The festival shows the (2. culture) _________ richness of this country. People open their doors and windows and light candles to welcome Lakshmi, the Goddess of Wealth. They also enjoy traditional music and dance (3. perform) _______ and watch fireworks. Also, people can watch (4. parade) _________ with beautiful floats. There is a very strong (5. festival) ________ atmosphere across India during Diwali.

5 Solve the crossword puzzle.



Down

1. A type of film showing real people and events.
2. Comedies are usually __________.
3. __________ films make me sleepy.

Across

4. A type of film about murder or crime.
5. She was __________ to tears by the film.
6. A type of film featuring animated characters.

Grammar

6 Match the questions with the answers.

A	B
1. Why do you like the Tulip Festival?	a. Oh, it's a popular festival in lots of countries including Viet Nam.
2. What did you do at last year's carnival?	b. When I went to the *La Tomatina* – Tomato Festival in Spain.
3. Where do they hold the Beer Festival?	c. Because I love flowers and Dutch culture.
4. When did you get this souvenir?	d. I had to stand on the balcony to get the whole view of the parade.
5. How did you take this photo?	e. I like Diwali better.
6. Which do you prefer, Diwali or Hanukkah?	f. I watched the parade and danced the samba.

7 Rewrite the sentences so that they have the same meaning as the original ones. Use the words given.

1. The distance from Ha Noi to Can Tho is about 1,877 kilometres. **IT**

→ ________________________________.

2. What is the distance between Hue and Da Nang? **HOW**

→ ________________________________.

REVIEW 3

Introduction:
The aim of this Review unit is to revise the language Ss have studied and the skills they have practised from Units 7 to 9.
Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers at the end and add some more information if necessary.

LANGUAGE

T may use the Language review as a self-test. Ss do the exercises in 30 minutes then T checks their answers. Otherwise, T can conduct each activity separately.

Pronunciation

1 Ss do this exercise individually then share their answers with a partner before giving T the answers. Write the correct answers on the board. Have some Ss read out the words.

Key: **1.** B **2.** C **3.** C **4.** A **5.** B

2 Organise this as a game. Ss do this in pairs. Whichever pair adds the most words will go to the board and write their answers. Other pairs may want to add more words. Write the other words on the board.

Suggested answers:
- O'bey: receive, polite, perform, prepare, parade
- 'Dancer: beauty, copy, teacher, classmate, actor

Vocabulary

3 Ss do this individually and then share their answers with a partner. Check Ss' answers.

Key: **1.** Ahead only **2.** No crossing **3.** No right turn **4.** Right turn only **5.** Railway crossing

4 Ask Ss what kind of word can be filled in each blank (i.e. noun, verb, etc.). Elicit their answers. Ss do this exercise individually. Two Ss write their answers on the board. Confirm the correct answers.

Key: **1.** celebrations **2.** cultural **3.** performances **4.** parades **5.** festive

5 This can be done as a small competition game. The student who solves the crossword the fastest is the winner. Otherwise, Ss do this in pairs. Check Ss' answers.

	1 d						2 h			3 b
	o						i			o
	c		4 t	h	r	i	l	l	e	r
	u						a			i
	5 m	o	v	e	d		r			n
	e						i			g
6 a	n	i	m	a	t	i	o	n		
	t						u			
	a						s			
	r									
	y									

Grammar

6 Elicit the kinds of H/Wh questions. Ss do this exercise individually. Check Ss' answers and write the correct answers on the board.

Key: **1.** c **2.** f **3.** a **4.** b **5.** d **6.** e

7 Ss do this individually and compare their answers with a partner. Call some Ss to go to the board to write their sentences. Other Ss comment. Confirm the correct sentences.

Key:
1. It's about 1,877 kilometres from Ha Noi to Can Tho.
2. How far is it from Hue to Da Nang?
3. There didn't use to be many traffic jams/ much traffic when I was small.
4. In spite of being tired/their tiredness, they wanted to watch the film. / They wanted to watch the film in spite of being tired/ their tiredness.
5. Although the festival took place in a remote area, a lot of people attended it./ A lot of people attended the festival although it took place in a remote area.

3. There wasn't much traffic when I was small. **USE TO**

→ ________________________________.

4. Although they were tired, they wanted to watch the film. **IN SPITE OF**

→ ________________________________.

5. The festival took place in a remote area. However, a lot of people attended it. **ALTHOUGH**

→ ________________________________.

Everyday English

8 **Put the lines of the dialogue in the correct order (1-8). Then act out the conversation with a classmate.**

___ Yeah. Things have changed. Oh, the most important thing before we forget … What will we see?

___ Ha ha. Look at this. I think this new animation is interesting. Read these comments: 'hilarious', 'exciting' and 'worth seeing' …

_1_ Mai, let's go to the cinema this Saturday.

___ That's fine. How far is it from your house to the Cinemax?

___ It's only two kilometres. You can cycle to my house, and then we can walk there. Remember? Two years ago there didn't use to be any cinemas near our house.

___ Great idea, Mi. Which cinema shall we go to?

___ OK. That's a good idea. I'll be at your house at 5 and we'll walk there. Remember to buy the tickets beforehand.

___ How about the Cinemax? It's the newest one in Ha Noi.

SKILLS

Reading



1 **Read the passage. Match the headings in the box with the paragraphs.**

1. Different awards in The Oscars
2. What are The Oscars?
3. The Oscar statuette

A. ____________

The Academy Awards, commonly known as The Oscars, are the most famous film awards in the world. They have been held since 1929. They are called The Oscars after the golden statuette awarded to the winners.

B. ____________

The Oscar statuette is officially called the Academy Award of Merit. It is 13½ inches high and weighs 8½ pounds. The Oscar statuette was designed by Cedric Gibbons and sculpted by George Stanley. It is a knight holding a crusader's sword, standing on a reel of film. The first Oscar was given to Emil Jannings on May 16, 1929.

C. ____________

The most important Oscar is the 'Best Picture' prize, which is given to the best film. Two other important awards are 'Best Actor' and 'Best Actress' in a leading role. There are lots of other prizes too, such as 'Best Director', 'Best Supporting Actor' and 'Best Supporting Actress', 'Best Costume Design', 'Best Film Editing', etc.

2 **Read the passage again and answer the questions.**

1. When were The Oscars first organised?
2. What are the awards named after?
3. Who is Cedric Gibbons?
4. Who received the first Oscar statuette?
5. What is the Best Picture prize?

Speaking

3 **Work in groups. Discuss the following questions.**

1. Which actors and actresses you know have been awarded an Oscar?
2. Why do you think The Oscars are important to actors and actresses?

Listening

4 **Mi and Nick visit Ms Hoa at home. Listen to their conversation. Write T (true) or F (false).**

1. Mi and Nick have been to Ms Hoa's house before.
2. They saw some pictures in an album.
3. Nick has been to the Tulip Festival in Holland.
4. Ms Hoa went to the Tulip Festival last September.
5. Ms Hoa's son is in Melbourne.

5 **Listen to the conversation again. Who did the following things? Tick (✓) the appropriate column. Sometimes you may need to tick both.**

	Ms Hoa	Nick
1. tried Dutch foods and drinks		
2. watched traditional Dutch dancing		
3. watched parades		
4. listened to folk music		
5. was interested in the festival		

Writing

6 **Imagine that you and two friends are going to attend a festival 10 kilometres away. You are discussing what means of transport to use: bus, bicycle or taxi. Read the e-mail from one of your friends, Mai, and write a reply.**

From: mai@fastmail.com

Subject: Going to the festival

Hi there!

I think we should go to the festival by bicycle. It's only 10 kilometres away. My father's going to cycle there with us. Do you remember last month we cycled to Phong's house? It's about six kilometres. Also, on the way back from the festival, we can visit my grandmother. She lives near there.

Reply soon and let me know your opinion. How do you want to travel there?

Cheers,

Mai

Everyday English

8 Ss do this in pairs. After checking their answers, ask one or two pairs to act out the conversation.

Key:

__6__ Yeah. Things have changed. Oh, the most important thing before we forget… What will we see?

__7__ Haha. Look at this. I think this new animation is interesting. Read these comments: 'hilarious', 'exciting' and 'worth seeing'…

__1__ Mai, let's go to the cinema this Saturday.

__4__ That's fine. How far is it from your house to the Cinemax?

__5__ It's only two kilometres. You can cycle to my house, and then we can walk there. Remember? Two years ago there didn't use to be any cinemas near our house.

__2__ Great idea, Mi. Which cinema shall we go to?

__8__ OK. That's a good idea. I'll be at your house at 5 and we'll walk there. Remember to buy the tickets beforehand.

__3__ How about the Cinemax? It's the newest one in Ha Noi.

SKILLS

Reading

1 Ss read the passage quickly and match the headings with the paragraphs. Ss compare their answers with a partner before giving T the answers. Confirm the correct answers.

A. 2 B. 3 C. 1

2 Ss do these exercises individually, check their answers with a partner before giving the answers to T. Two Ss go to the board and write their answers if time allows.

1. They were first organised in 1929.
2. They are named after the Oscar statuette.
3. He is the person who designed/ He designed the Oscar statuette.
4. Emil Jannings received the first Oscar statuette.
5. It is the prize for/ given to the best film.

Speaking

3 Ss work in groups and discuss the questions. Ss report their groups' answers to the class. Summarise Ss' ideas.

Listening

4 Play the recording for the first time. Ss listen and decide if the statements are true or false. Elicit the answers from Ss and write them on the board. Don't confirm the correct answers at this stage.

Audio script:

Ms Hoa: Oh, hi Mi and Nick. Come in. It's the first time you've come to my house, isn't it?

Mi: Yes, it is. Wow, look! Ms Hoa, those photos on the wall are so beautiful. I can see you among lots of tulips.

Nick: Where did you take the photos? At the Tulip Time Festival in Holland? I've been there once.

Ms Hoa: No, these photos were taken at the Tesselaar Tulip Festival in Melbourne, Australia. You know I went to Melbourne last September to visit my son.

Mi: What did you do there, Ms Hoa?

Ms Hoa: There were a lot of interesting activities. Look at these people in traditional Dutch costumes and clogs. I saw them perform Dutch folk dancing. I also enjoyed delicious Dutch food and drinks.

Nick: I saw people in traditional clothes and dancing in the Tulip Time Festival, but I didn't try Dutch food and drinks. I liked the parades - the amazing floats were my favourite thing.

Ms Hoa: I didn't watch any parades, but I listened to folk music there. …

5 Ss listen to the recording again and answer the questions. Ss compare their answers before giving their answers to T. Write their answers on the board.

Now play the recording again to check the answers to exercise 4 and 5.

Key: **4**

1. F (because Mrs Hoa said: It's the first time you've come to my house, isn't it?)
2. F (because the photos are on the wall)
3. T
4. T
5. T

Key: **5**

	Ms Hoa	Nick
1. tried Dutch foods and drinks	✓	
2. watched traditional Dutch dancing	✓	✓
3. watched parades		✓
4. listened to folk music	✓	
5. was interested in the festival	✓	✓

Writing

6 Ss read Mai's e-mail to understand the context. Ss write their e-mail individually. Ask one student to write the e-mail on the board. Other Ss and T comment on the e-mail on board. Collect some e-mails to correct at home.

Unit 10 SOURCES OF ENERGY

GETTING STARTED

A different type of footprint

THIS UNIT INCLUDES:

VOCABULARY
Types of energy sources
Words to describe energy sources

PRONUNCIATION
Stress in three-syllable words

GRAMMAR
The future continuous
The future simple passive

COMMUNICATION
Talking about types and sources of energy
Talking about the advantages and disadvantages of different sources of energy
Discussing how to save energy



1 Listen and read.

Mai: Nam, I read yesterday that we all have a carbon footprint.

Nam: Well, we all have footprints – we make them with our feet!

Mai: Ha ha, I know that. But this kind of footprint is about the negative effect we have on the environment.

Nam: Right, it's in the news a lot these days.

Mai: So our footprint is bigger when we use energy that produces carbon dioxide. That's bad for the environment.

Nam: So it's better to have a smaller footprint, right?

Mai: Right, Nam. Non-renewable energy sources like coal, natural gas, and oil produce a lot of carbon dioxide. Those sources are going to run out soon too.

Nam: So, they're different to wind, hydro, and solar?

Mai: Yes, they're all sources of energy too, but they're renewable. That means we can't use them all up – they will last forever.

Nam: Do you have a big carbon footprint, Mai?

Mai: Mine's small. I recycle the products I use and I go everywhere by bike. We have solar panels on our roof at home to catch the sun's energy, too.

Nam: Oh no! I think my footprint is big, and not just because of these big shoes!

Objectives:

By the end of this unit, Ss can:

- pronounce three-syllable words correctly
- use lexical items related to sources of energy
- use the future continuous tense and future simple passive
- talk about the advantages and disadvantages of different sources of energy
- read a passage about renewable and non-renewable energy
- listen to a passage of a new source of energy
- write a short passage about how to save energy

GETTING STARTED
A different type of footprint

Introduction

To start the unit, write the name of the unit on the board. Ask Ss if they know about their carbon footprint (what it is about, why it is well known, how it can be reduced). Then ask Ss if they are interested in knowing about it. Let Ss open their books and start the unit.

Have Ss look at the picture and discuss what they are going to learn in the unit or what the unit includes.

1 Ask Ss to look at the picture on page 38 and answer some questions like: *Who are they? Where are they? What are they doing?* Then, ask Ss to have a quick look at the conversation and ask and answer questions, such as: *Who are talking? What are they talking about?* Quickly write the Ss' answers to the questions on the board.

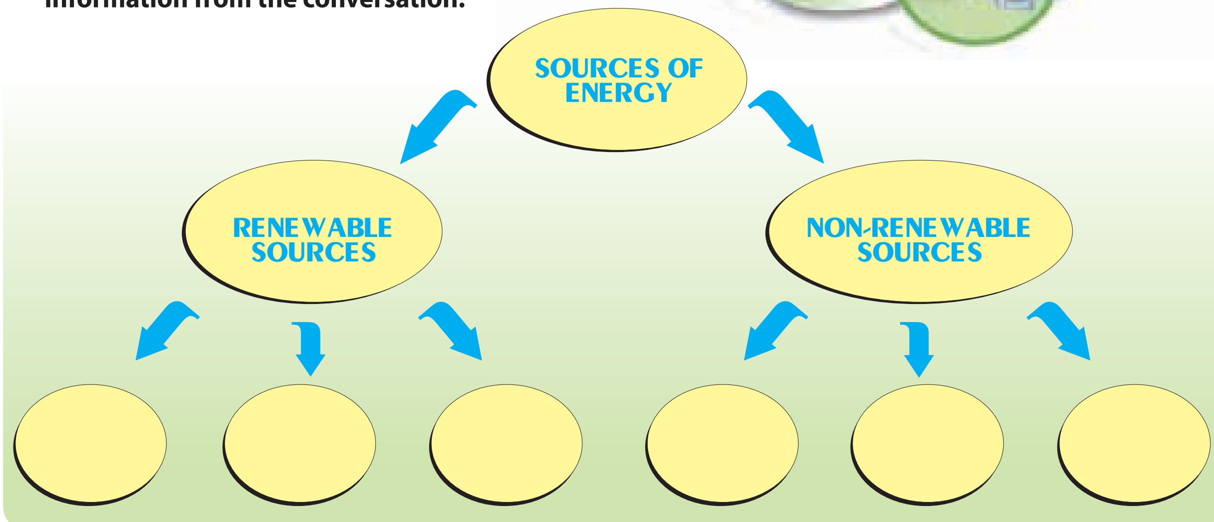
Play the recording and ask Ss to listen and read. Have some Ss read aloud the conversation in pairs. Ask if their guesses on the board are correct.



a **Read the conversation again and answer the questions.**

1. What is a carbon footprint?
2. What does 'non-renewable energy' mean?
3. Why is sunlight a renewable source?
4. Why does Mai think she has a small carbon footprint?
5. What things do you think might create a big carbon footprint?

b **Complete the network below using information from the conversation.**



2 **Now, listen and repeat the words and phrases.**

wind	coal	natural gas	nuclear
biogas	oil	hydro	solar

3 **Put the words into the correct groups below.**

Renewable sources	Non-renewable sources
Example: *wind*	*Example:* *coal*

4 **Practise asking and answering the questions about renewable and non-renewable sources.**

A: What type of energy source is wind?
B: It's a renewable source of energy.
A: What type of energy source is coal?
B: It's a non-renewable source.



a Ss read the conversation independently and answer the questions in pairs. Have Ss compare their answers in groups and then discuss as a class. T writes the correct answers on the board if necessary.

Key:

1. It's about the negative effect we have on the environment.
2. 'Non-renewable energy' means that it will run out if we use it.
3. Sunlight is a renewable source because we can't use it all up, it will last forever.
4. Mai thinks she has a small carbon footprint because she recycles the products she uses and she goes everywhere by bike.
5. The products we use that are bad for the environment or the energy we use that produces carbon dioxide might create a big carbon footprint.

b Ask Ss to look at the network that includes two types of energy: renewable sources and non-renewable ones. Have Ss read the conversation again and find the words/ phrases that can be put in the network. Correct the answers as a class. Have some Ss practise reading aloud the words/ phrases.

Key:

renewable sources: *wind, hydro, solar*

non-renewable sources: *coal, natural gas, oil*

2 Have Ss look at the table, listen and repeat the words/ phrases. Then ask some Ss to read aloud the words/ phrases as a class. Correct the pronunciation if necessary. Let Ss add more words/ phrases to the table if necessary.

3 In pairs, ask Ss to look at the table and discuss the meanings of the words/ phrases. Then have Ss write the words/ phrases in two columns. Ss may add more words/ phrases to the table. Give feedback and confirm the correct answers.

Key:

renewable sources: wind, hydro, biogas, nuclear, solar

non-renewable sources: natural gas, oil, coal

4 In groups, ask Ss to ask and answer questions about renewable and non-renewable sources. Let Ss use the suggested questions and answers in the example and the words/ phrases in **2**, **3**. Ask Ss to write the information in their notebooks.

A CLOSER LOOK 1

Vocabulary

1 Put the words below into the table to describe the types of energy.

limited	unlimited	harmful
renewable	non-renewable	exhaustible
safe	dangerous	convenient
clean	polluting	available
cheap	expensive	abundant

Sources of energy	Advantage(s)	Disadvantage(s)
wind	*Example:* abundant safe	*Example:* not always available
water/hydro		
solar		
biogas		
nuclear		
coal/oil/ natural gas		

2 Compare your answers with a partner.

Example:

A: I think biogas is renewable.

B: Me too. I also think it is abundant and cheap.

3 Look at the pictures and complete these sentences, using the words in 1.



1. ______________ energy is renewable. Moreover, it is clean and ____________.



2. Using coal is polluting, and it is ______________.



3. ________________ power is abundant. It is also ____________ and safe.



4. Nuclear energy is renewable and clean. But it is ____________ and ____________.

Pronunciation

4 Listen and repeat. Which words are stressed on the first syllable and which ones are stressed on the second syllable? Put them in the appropriate columns.

dangerous	enormous	limited
easily	expensive	plentiful
abundant	energy	convenient

Ooo	oOo
Example: dangerous	*Example: expensive*

5 Read the following sentences and mark (') the stressed syllable in the underlined words. Then listen, check and repeat.

1. Coal will be replaced by <u>another</u> <u>renewable</u> source.
2. Wind power is <u>convenient</u> and <u>abundant</u>.
3. Natural gas is <u>limited</u> and it is harmful to the <u>environment</u>.
4. Solar energy is <u>plentiful</u> and it can be replaced <u>easily</u>.
5. Nuclear power is <u>expensive</u> and <u>dangerous</u>.

A CLOSER LOOK 1

Have some Ss repeat the words/ phrases indicating types of energy sources they learnt in the previous lesson. Move on to this lesson which focuses on the advantages and disadvantages of energy sources and the stress in three-syllable words.

Vocabulary

1 Ask Ss to read the words in the box and discuss their meanings. T may explain the new or difficult words if necessary. Let Ss divide the words into two groups: words to describe the advantages and those describing the disadvantages of energy sources. Have Ss write the words in the two columns. Check and confirm the correct answers as a class.

Suggested answers:

Sources of energy	Advantage(s)	Disadvantage(s)
wind	*abundant, unlimited*	*not available*
water/hydro	*clean and safe*	*expensive, not available*
solar	*renewable, plentiful, clean and safe*	*expensive*
biogas	*renewable, plentiful, available, clean and safe*	*harmful, polluting*
nuclear	*renewable, clean and safe*	*expensive, dangerous*
coal/ oil/ natural gas	*abundant*	*harmful, exhaustible, polluting*

2 Let Ss read the example in which Ss share their ideas about types of energy sources and their advantages and/or disadvantages. Have Ss look at the table in **1** and share their ideas in pairs. Have some pairs share their ideas as a class. Check and confirm the correct answers.

3 Have Ss work in groups. Ss discuss and give their answers. Some Ss may write the words on the board. T checks.

Key: **1.** Solar; safe. **2.** non-renewable **3.** Wind; clean **4.** expensive; dangerous

Pronunciation

4 Play the recording. Ask Ss to listen and repeat the words, paying attention to the correct stress in the three-syllable words. T may pause the recording to drill difficult words. Let Ss read the words aloud and write them in the correct columns. Check and confirm the correct answers.

Audio script:

dangerous	enormous	limited
easily	expensive	plentiful
abundant	energy	convenient

Key:

Ooo	oOo
dangerous plentiful limited easily energy	expensive abundant convenient enormous

5 Have Ss read the sentences and mark (') the stressed syllable in the underlined words. Ask them to refer to the words in **4** if necessary. Ask Ss to listen to the sentences again, check their answers and say aloud the sentences as a class.

Audio script and key:

1. Coal will be replaced by a'nother re'newable resource.
2. Wind power is con'venient and a'bundant.
3. Natural gas is 'limited and it is harmful to the en'vironment.
4. Solar energy is 'plentiful and it can be replaced 'easily.
5. Nuclear power is ex'pensive and 'dangerous.

A CLOSER LOOK 2

Grammar

The future continuous

We use the future continuous tense for an action in progress at a definite point of time in the future.

(+) Subject + will be + V-ing

(-) Subject + will not be + V-ing

(?) Will + subject + be +V-ing?

Example:

This time next week we will be studying Unit 11.

1 Complete the sentences using the future continuous form of the verbs in brackets.

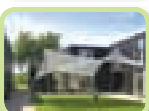
1. On Sunday, they __________ (put) solar panels on the roof of our house to get power.
2. At 9 o'clock on Monday, we _________ (take) a test on sources of energy.
3. At this time next week, my dad ________ (install) new glass in the windows to stop heat escaping.
4. By 2020, people in Viet Nam ___________ (spend) a lot of money on heating.
5. By the middle of the 21st century, people in developing countries _____________ (use) energy from the sun, the wind, and the water.

2 Write what these students will be doing tomorrow afternoon.

1. Jenny/give a talk about saving energy.



2. Helen/put solar panels in the playground.



3. Susan/check cracks in the water pipes.



4. Jake/put low energy light bulbs in the classrooms.

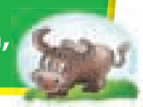


5. Kate/show a film on types of renewable energy sources.



Watch out!

The future continuous describes an action in progress at a point of time in the future. The future simple is used for a future action, for predictions, hopes, etc.



3 Complete the conversation with the verbs in brackets. Use either the future simple or the future continuous tense.



Tom: What will we do to save electricity, Dad?

Tom's dad: First, we (1. watch) ____________ less TV.

Tom: ________ we ________ (2. put) solar panels on our roof for the heating and hot water?

Tom's dad: Yes, and this time next week, we (3. have) _____________ a free solar shower.

Tom: What about transport? I mean, how ________ we (4. travel) _________________ to school and to work?

Tom's dad: Well, we won't use our car. We (5. walk or cycle) ______________ to cut air pollution.

Tom: So at 7 o'clock tomorrow, you (6. cycle) ____________ to work, and I (7. go) ____________ to school on my skateboard.

Tom's dad: Great idea!

4 Work in pairs. Tell your partner what you will be doing at the following points of time in the future.

Example:

this time tomorrow

I will be learning English this time tomorrow.

Or

This time tomorrow I will be learning English.

1. tomorrow afternoon
2. this weekend
3. this time next week
4. when you are fifteen years old

A CLOSER LOOK 2

Grammar

The future continuous

Ask Ss to look at the table and explain how the future continuous tense is used *(We use the future continuous tense for an action in progress at a definite point of time in the future)* and how it is formed *(affirmative, negative, interrogative)*. Then let Ss read the example. Explain that a definite point of time in the future can be expressed by words/ phrases like *tomorrow, this time next week/ month/ year*, etc.

1 Ask Ss to complete the exercise independently and then compare the answers with a partner. Remind Ss to change the verbs given in brackets into the future continuous tense. Check the answers and write the correct answers on the board.

Key:

1. will be putting 2. will be taking 3. will be installing 4. will be spending 5. will be using

2 Have Ss write the sentences independently, using the words/ phrases and/ or pictures given and then compare the answers with a partner. When Ss have finished the exercises, ask some Ss to write their sentences on the board. Check their answers as a class.

Key:

1. Jenny will be giving a talk about saving energy.
2. Helen will be putting solar panels in the playground.
3. Susan will be checking cracks in the water pipes.
4. Jake will be putting low energy light bulbs in the classrooms.
5. Kate will be showing a film on types of renewable energy sources.

3 Before Ss do exercise **3**, have Ss look at the **Watch out!** box in order to have further understanding about the differences between the future continuous tense and the future simple tense. Then, ask Ss to read and complete the conversation with the verbs in brackets. Ask Ss to compare the answers in pairs or groups. Check Ss' answers and write the correct answers on the board.

Key:

1. will watch 2. Will we put 3. will be having 4. will ... travel
5. will walk or cycle 6. will be cycling 7. will be going

4 Have Ss read the example to understand how the future continuous tense is used. Remind Ss some phrases (from 1 to 4) can be used to express a definite time in the future. Let Ss do the exercise in pairs. Ask some pairs to give their answers as a class. Check the answers and write the correct answers on the board.

The future simple passive

(+) Subject + will be + past participle
(-) Subject + will not be + past participle
(?) Will + subject + be + past participle?

Remember!

The passive voice is used in some cases.
- When the object of a sentence is not important:
Solar panels will be put on the roof.
- When the doer of the action is not known:
Alternative sources of energy will be developed quickly.
If the doer is still important, we can add a 'by' phrase:
A test on alternative sources of energy will be taken by Class 7A.



5 **Complete the magazine article with the passive form of the verbs below.**

place solve provide store use



We are looking for cheap, clean, and effective sources of energy. These types of energy won't cause pollution or waste natural resources. Solar power is one of these energy sources. It will (1) ____________ freely by the sun. One percent of the solar energy that reaches the earth will be enough to provide electricity for the whole population of the world. Solar energy will (2) ______________ by many countries around the world. Solar panels will (3) ________________ on the roofs of houses and other buildings and the sun's energy will be used to heat water. The energy will (4) ______________ for a long time. We hope that by using solar energy the problem of the energy shortage will (5) ____________.

6 **Change the sentences into the passive voice.**

Example:

We will use low energy light bulbs.

Low energy light bulbs will be used.

1. We will use waves as an environmentally friendly energy source.
   Waves will ______________________________.
2. They will install a network of wind turbines to generate electricity.
   A network of wind turbines will ______________.
3. In the countryside, people will burn plants to produce heat.
   In the countryside, plants will ______________.
4. We will reduce energy consumption as much as possible.
   Energy consumption will __________________.
5. We will develop alternative sources of energy.
   Alternative sources of energy will __________.
6. We will use solar energy to solve the problem of energy shortage.
   Solar energy will ____________________________.

7 **Look at the pictures. Write what will be done in the future.**





____
____
____

____
____
____





____
____
____

____
____
____

The future simple passive

Let Ss look at the table and discuss how the future simple passive is formed and used. Then, T may ask Ss to look at the **Remember!** box and explain more about the uses of the future simple passive.

5 Ask Ss to complete the passage independently. Have them share their answers in pairs or groups. Then check the answers as a class.

Key:

1. be provided 2. be used 3. be placed 4. be stored 5. be solved

6 Let Ss do the exercise independently. Have Ss share their answers in pairs or groups. Ask some Ss to write their answers on the board. Check their answers as a class.

Key:

1. Waves will be used as an environmentally friendly energy source.
2. A network of wind turbines will be installed to generate electricity.
3. In the countryside, plants will be burnt to produce heat.
4. Energy consumption will be reduced as much as possible.
5. Alternative sources of energy will be developed.
6. Solar energy will be used to solve the problem of energy shortage.

7 Ask Ss to look at the pictures and discuss in pairs or groups what will be done in the future. Have Ss write their answers independently, using the future simple passive.

Suggested answers:

- A hydro power station will be built in the region to increase the electricity.
- Solar panels will be put on the roof of the building.
- A network of wind turbines will be installed to generate electricity.
- Bicycles will be used to travel in the city.

Let some Ss write their sentences on the board, the rest of the class observe and give comments or correct the mistakes if there are any.

COMMUNICATION

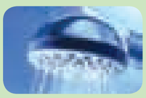
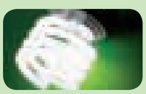
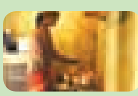
HOW BIG IS YOUR CARBON FOOTPRINT?

1 Answer the questions below with a number from 1 to 4.

1 = always 2 = often
3 = sometimes 4 = never



Do you ...?

1. take showers instead of baths  ☐
2. walk or ride a bike when travelling short distances  ☐
3. use public transport when travelling long distances  ☐
4. use a hand fan to keep cool in summer  ☐
5. use low energy light bulbs  ☐
6. turn off the lights when leaving a room or going to bed  ☐
7. only use as much water as you need  ☐
8. only use a little electricity at home  ☐
9. use biogas for cooking at home  ☐
10. go to school by bike  ☐

Total score ☐

2 Work in pairs. Add up each other's answers, and look up the score below. Then explain how well your partner saves energy.

Score 10-20 — Your footprint is small. You are really environmentally friendly.

Score 21-30 — Your footprint is quite small. Remember to care about, and respect the world around you.

Score 31-40 — Your footprint is quite big. You do some things to save energy, but there's always room for improvement.

3 Talk about your partner's carbon footprint to your group. Use the following prompts.

- my partner's carbon footprint is …
- he/she is considerate because …
- he/she could try harder to …
- by ________ in the future, he/she can help to …



COMMUNICATION

Introduction

Ask Ss to look at the picture of the footprint at the bottom right-hand side of page 43 and answer the questions: *What does the carbon footprint mean? How big is your carbon footprint?* If Ss find it difficult to answer the questions, ask them to refer to the conversation on page 38.

1 Have Ss read each item in **1** independently and write the number (from 1 to 4) in the boxes in accordance with what they always, often, sometimes or never do. Ask Ss to mark each other's answers in pairs. After adding up the marks, ask Ss to write the score in the total score box.

2 Have Ss explain in pairs how well they save energy, using the three levels of scores in **2**.

3 Have Ss talk about their partners' carbon footprint in groups, using the prompts in **3** and the ideas in **1**. For example: *My partner's carbon footprint is big. He is considerate because he rides his bike to travel short distances. He could try harder to use showers instead of baths. By reducing the use of baths, he can help to save energy.*

SKILLS 1

Reading

1 Work in pairs. Discuss the following questions.

1. What are the main sources of energy in Viet Nam?
2. What type of energy sources will be used in the future?

2 Read the text below and check your ideas.

3 Professor Galton is preparing a speech about renewable and non-renewable energy. Read the text, match the verbs with the nouns, then answer the questions.



Dear guests, I'd like to talk to you today about renewable and non-renewable energy.

Fossil fuels are non-renewable energy sources. They include oil, coal, and natural gas. They can be used to create energy, generate electricity, or drive big machinery. Unfortunately, they are harmful to the environment. Viet Nam still relies mostly on non-renewable energy sources, however, hydro power is increasingly used here too.

Hydro and nuclear power can generate a great deal of energy. They are renewable and plentiful. However, hydro power is limited because dams cannot be built in certain areas. Nuclear power can provide enough electricity for the world's needs, but it is dangerous.

The sun and the wind are other alternative sources of energy. The wind turns turbines to make electricity. Solar power can be converted into electricity. It can be used to heat or cool our houses. Although there are some disadvantages, these alternative energy sources can offer abundant amounts of clean, safe electricity. They will be valued more and more in the future in Viet Nam.

a Match the verbs with the nouns.

1. create	a. machinery
2. drive	b. turbines
3. generate	c. energy
4. turn	d. houses
5. heat	e. electricity

b Answer the questions.

1. How many types of energy sources are mentioned in the text? What are they?
2. What are the disadvantages of hydro and nuclear power?
3. Why do you think the wind and the sun are called alternative sources of energy?
4. What types of energy does Viet Nam use most?
5. What does the professor think Viet Nam will use more in the future?

Speaking

4 Work in pairs. Ask and answer questions about the advantages and disadvantages of each type of energy sources.

Example:

A: What type of energy is oil?

B: It is a non-renewable source of energy, because it cannot easily be replaced.

A: What are its advantages and disadvantages?

B: It can be used to power machinery, but it also pollutes the environment.

5 Talk about the advantages and disadvantages of each type of energy sources.

Example:

Hydro power is a renewable source of energy because it comes from water. It is cheap and plentiful. Unfortunately, dams can only be built in certain areas.



SKILLS 1

Reading

1 Give Ss time to discuss the two questions in groups and then as a class. The Ss' answers might vary according to what they know about energy sources in the country.

2 Have Ss quickly read the passage and find out if the answers to the questions in **1** are relevant to the information mentioned in the passage.

3

a Ss read the passage independently again and match the verbs with the appropriate nouns. Call one student to give the answers to the class. Check the answers.

Key:	1. create energy	2. drive machinery	
	3. generate electricity	4. turn turbines	5. heat houses

b Ask Ss to read the text again and answer the questions in pairs or groups. Have some pairs ask and answer the questions as a class. Check and confirm the correct answers.

Key:

1. Two. They are renewable and non-renewable.
2. Hydro power is limited because dams cannot be built in certain areas. Nuclear power is dangerous.
3. Because they are natural sources of power and we use them instead of non-renewable sources to get the electricity we need.
4. We use non-renewable sources of energy the most but we are increasingly using hydro power.
5. He thinks Viet Nam will use the wind and the sun as alternative sources of energy in the future.

Speaking

4 Ask Ss to read the example. Then, have them ask and answer the questions in pairs about the advantages and disadvantages of each type of energy source mentioned in the reading passage. After that, have some pairs role-play as a class. Correct the answers if necessary.

5 Have Ss read independently the sentences in the example and then talk about the advantages and disadvantages of some types of energy sources. Explain any common errors and provide further practice if necessary.

SKILLS 2

Listening

1 **Look at the picture. Discuss the following in pairs.**



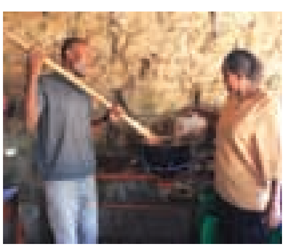
1. What do you think is unusual about this means of transport?
2. Have you seen any transport like this?

2 **Listen to the passage and tick (✓) true (T) or false (F) to the statements.**

	T	F
1. Non-renewable sources are being used up.		
2. Many poor people in developing countries have little electricity.		
3. Biogas is a new source of energy available for poor people.		
4. Biogas creates a lot of smoke.		
5. The new energy source is not costly.		

3 **Listen to the passage again and complete the sentences.**

1. People in ___________ areas have to gather wood to use as fuel.
2. Biogas is mainly used for ___________.
3. Biogas helps solve the problem of indoor ___________.
4. The use of renewable energy sources in developing countries is ___________.
5. In the future, the ___________ will be used as the main environmentally friendly energy sources.





Writing

4 **Complete the article. Use the phrases below.**

A. burning fossil fuels for energy
B. leading to climate change
C. investing in renewable energy
D. because it can't escape, it heats the planet
E. heating our homes, cooking our meals, etc.

THE CHANGING CLIMATE

Problem

We use energy for almost everything we do: for (1) _______________. This use of energy is (2) _______________ - the world is heating up. When (3) _______________, carbon dioxide is released. Carbon dioxide traps the sun's heat in the atmosphere and (4) _______________. Over the past thirty years, there has been a growing number of extreme weather events, such as floods, droughts and storms.

Solution

We should protect our planet, by (5) _______________. We should use sources of energy more wisely, for our future, and the future of the planet.

5 **In pairs, discuss the following ways to save energy. Decide on the five most important ways. Write them in the notebook.**

- Use electricity more efficiently
- Reduce our electricity bills
- Turn off the lights before going to bed
- Use low energy light bulbs
- Use public transport
- Increase the tax on petrol
- Avoid using cars or motorbikes for short trips
- Reduce the use of fossil fuels

What should you do?

6 **Write a short passage about what we should do to save energy.**

SKILLS 2

Listening

1 Have Ss look at the picture and answer the questions in pairs for pre-listening. The answers may vary.

2 Ask Ss to look at the sentences and guess the answers. Call on some Ss to talk about their guesses as a class.

Play the recording for Ss to listen through. Play the recording again and ask Ss to listen and tick true or false to the sentences. Ss work in pairs to compare their answers with each other. Call on some Ss to give the answers to the class. Check and confirm the correct answers.

Key: **1.** T **2.** T **3.** T **4.** F **5.** T

3 Have Ss look at the sentences and guess the answers. Play the recording again and ask Ss to listen and complete the sentences. Call on some Ss to give the answers to the class and correct mistakes where and when necessary.

Key: **1.** mountainous **2.** cooking and heating **3.** air pollution **4.** on the increase **5.** wind and the sun

Audio script:

Energy is fundamental to human beings. Many poor people in developing countries do not have modern sources of energy like electricity or natural gas, with which their life can be improved.

People who live in mountainous areas have to gather wood for fuel. This takes a lot of time. For many people living in rural areas, biogas is the largest energy resource available. The main use of biogas is for cooking and heating, but it can also provide energy for public transport. As biogas is smoke-free, it helps solve the problem of indoor air pollution. Moreover, it's made from plant waste and animal manure. They cost almost nothing.

The tendency to use renewable energy sources in developing countries is on the increase as non-renewable ones are running out. In the future, the wind and the sun will be used as the most important environmentally friendly energy sources.

Writing

4 Ask Ss to complete the article independently, using the phrases (A-E). Have Ss read the complete article, paying attention to the problems and solutions of how to save energy. Ss work in pairs to compare their answers with each other. Call one student to give the answers to the class. Check and confirm the correct answers.

Key: **1.** E **2.** B **3.** A **4.** D **5.** C

5 Have Ss look at the prompts and discuss the ways to save energy in pairs. Then, ask them to write the five most important ways they should do to save energy. Call on one student to write the answers on the board. Correct mistakes if there are any.

6 Tell Ss that it's time to write a short passage about what they should do to save energy. Ss can use the information in **5**. If there is not time to write the passage in class, Ss can do it as homework.

LOOKING BACK

Vocabulary

1 Put the words into the correct groups.

biogas	polluting	solar
expensive	clean	limited
exhaustible	dangerous	nuclear
unlimited	cheap	hydro
plentiful	harmful	available

Sources of energy	Advantage(s)	Disadvantage(s)

Grammar

2 Complete the sentences using the verbs in brackets in the future continuous.

1. You'll recognise her when you see her. She ____________ (wear) a green hat.
2. I'll be on holiday this time next week. I ________ (lie) on a beautiful beach.
3. At 10 o'clock tomorrow he _____________ (work) in his office.
4. I _____________ (study) in England next year.
5. They ________________ (build) their house this time next month.

3 Change the following sentences into the passive voice.

1. People in Britain will spend a lot of money on heating next year.
   A lot of money will _________________________.
2. People will use biogas for fuel in homes and for transport.
   Biogas will ________________________________.
3. We will use renewable energy sources like wind and solar energy to solve the problem of pollution.
   Renewable energy sources like wind and solar energy will ______________________________.
4. We will reduce our use of electricity to save our energy.
   The use of electricity will __________________.
5. They will build a hydro power station in this area next year.
   A hydro power station will _________________.

4 Complete the dialogue, using the future continuous form of the verbs.

Tom: I'm going to go to university. Six years from now, I'll be running a big company. I expect I (1. earn) ___________ lots of money.

Tony: I don't know what I (2. do)__________. What about you Linda? What _____ you (3. do)__________, do you think?

Linda: I'm too lazy to do any work. I intend to marry someone rich. I (4. host) _______ parties all the time. We'll have robots that (5. do) ____________ all the work. And you'll both get invitations.

Communication



5 Look at the pictures. Work in groups and answer the question.

What should you do to save energy?

Finished! Now I can ...	✓	✓✓	✓✓✓
• name different sources of energy			
• mark the stressed syllable in three-syllable words			
• use the future continuous tense and the future simple passive			
• talk about the advantages and disadvantages of different sources of energy			
• write about how to save energy			

LOOKING BACK

Vocabulary

This is the review section of the unit. Encourage Ss to complete **Looking Back** without referring to the previous sections in the unit. Ss should use what they remember from the unit to complete this section.

Ss should record their results for each exercise in the **Looking Back** section in order to complete the final **Finished! Now I can . . .** assessment and identify areas for review.

1 Ss read the words and put them in the correct columns. Weaker classes can do the exercise in pairs or small groups. T can quickly drill any words that Ss have difficulty with. Check and confirm the correct answers.

Key:

Sources of energy	Advantage(s)	Disadvantage(s)
biogas	clean	polluting
solar	cheap	expensive
nuclear	plentiful	limited/ exhaustible
hydro	available	dangerous
	unlimited	harmful

Grammar

2 Ss complete this task individually. Weaker classes can complete it in pairs or small groups. Have Ss compare their answers with a partner. Check and confirm the correct answers.

Key: 1. will be wearing 2. will be lying 3. will be working 4. will be studying 5. will be building

3 Ss change the sentences into the future simple passive. Move around the classroom to make sure that Ss use the passive form correctly. When Ss have finished the task, they share their answers with a partner. Ask some Ss to write the answers on the board. Check and confirm the correct answers.

Key:

1. A lot of money will be spent on heating next year.
2. Biogas will be used for fuel in homes and for transport.
3. Renewable energy sources like wind and solar energy will be used to solve the problem of pollution.
4. The use of electricity will be reduced to save our energy.
5. A hydro power station will be built in this area next year.

4 Have Ss do the task independently. When Ss have finished it, they share their answers with a partner. Check and confirm the correct answers.

Key: 1. will be earning 2. will be doing 3. will/ be doing 4. will be hosting 5. will be doing

Communication

5 Have Ss look at the pictures and discuss in groups what they should do to save energy. For example: *We should turn off the gas when the kettle is boiling.* Ask some Ss to share their ideas with the class. Note down common errors and correct them at the end of the exercise.

Finished!

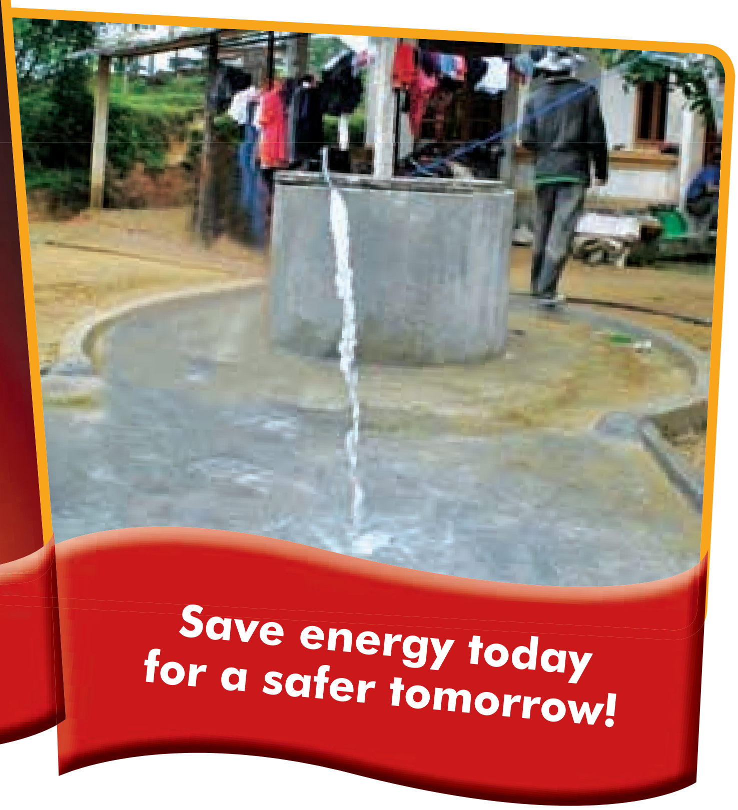
Ask Ss to complete the self-assessment. Have Ss discuss as a class what difficulties remain and what areas they have mastered.

PROJECT

Writing simple slogans

1 Look at the slogans. How are they used? Why are they important?





2 Write simple slogans in groups about how to save energy. They may be accompanied by pictures.

Example:







PROJECT
Writing simple slogans

1 Before doing the project, ask Ss to look at the two sample slogans and discuss the answers to the two questions. Ss may agree that slogans should be short and effective and they should have messages and attract attention.

2 Ask Ss to write simple slogans about how to save energy, using the slogans at the bottom of the page as examples. Ss can draw pictures/posters to accompany their slogans.

After Ss have finished their work, have them stick the slogans (accompanied by pictures/posters) on the walls of the classroom.

Unit 11 TRAVELLING IN THE FUTURE

GETTING STARTED

We'll have flying cars

1 Listen and read.

Mai: Wow! Driverless cars already exist. I can't believe it.

Veronica: Yes, they look so cool! What will be next?

Phuc: I'm sure there'll also be flying cars.

Mai: Does that mean we'll still have traffic jams … in the sky?

Veronica: Ha ha, yes, maybe there will be!

Phuc: No, I think they'll have SSS. It's a sky safety system. It'll stop everyone from crashing. It'll help them avoid traffic jams too.

Mai: I'd prefer to have a jet pack. I'll wear it on my back. It doesn't take up lots of space, and I'll use mine to fly anywhere easily.

Phuc: Do you think you can use it in bad weather?

Mai: No, I don't think it will be pleasant.

Veronica: Then perhaps a teleporter is the best. It makes you disappear. Then you reappear in another place seconds later!

THIS UNIT INCLUDES:

VOCABULARY
Means of transport in the future
Movement words

PRONUNCIATION
Rising and falling intonation for questions

GRAMMAR
Will for future prediction: review
Possessive pronouns

COMMUNICATION
Talking about travelling in the future
Giving facts and opinions

Phuc: Wow, your idea is really imaginative, Veronica!

Veronica: Ha ha, yes. That programme really got me thinking.

Mai: I do worry about one thing. How much fuel will these means of transport use? Will pollution be much worse?

Phuc: Don't worry, Mai. The future is green! Solar energy will power everything!



Objectives:

By the end of this unit, Ss can:

- appropriately use rising and falling intonation for Yes-No and Wh-questions
- use lexical items related to future means of transport and movement
- understand the difference between facts and opinions
- use *will* for future prediction
- use possessive pronouns
- read for specific information about the inventions of future means of transport
- listen for specific information about a future means of transport
- write a paragraph about future means of transport

GETTING STARTED

We'll have flying cars

Introduction

To start the lesson, ask Ss as a class to brainstorm on the board means of transport that are now commonly used in Viet Nam. Connect this with what they have learnt in Unit 7 (Traffic) and Unit 10 (Energy) by asking Ss to describe how these means of transport work, in which situations they are used, and the advantages and disadvantages of using them.

Example: "motorbikes"

- have motors powered by engines
- use petrol
- used for road traffic
- advantages: practical personal transport
- disadvantages: not safe, cause pollution

Ask Ss how people in Viet Nam will travel around in 2100. Ask them to predict if the means of transport mentioned on the board will still be used. Ask them to explain their predictions.

1 Have Ss cover the text and ask them to look at the picture only. Introduce the names of Ss (Veronica, Mai, and Phuc). Ask them what they think is happening in the picture. For more able classes, brainstorm questions with Ss and write them on the board. Questions may include:

- *What can you see in the picture?*
- *What are Veronica, Mai, and Phuc doing? What makes you think so?*
- *What do you think is on the screen? Is there a connection between what is on the screen with what Mai is thinking about?*
- *What topic are they talking about?*

Write 'flying car' on the board. Ask Ss how they think a 'flying car' might be different from an ordinary car (e.g. *appearance, energy, advantages, disadvantages,* etc.)

Write 'jet pack' and 'teleporter' on the board. Ask Ss to guess what they are, then give explanations.

jet pack: a jet-powered device you wear on your back that will help you to fly ("động cơ phản lực mini")
'teleporter': an imaginary method of transportation in which one disappears at one point, usually in an instant, and reappears at another ("dịch chuyển tức thời").

Ask Ss to uncover the text. Play the recording and ask them to locate the parts on 'flying cars', 'jet pack', and 'teleporter'.

a **Read the conversation again. Then choose the correct answers.**

1. What is the project about?
   a. Future transport
   b. Future weather
   c. Future energy
2. 'Driverless cars' have no ________________.
   a. people
   b. drivers
   c. solar energy
3. What does Phuc think an SSS can do?
   a. Help cars to fly and help them to park.
   b. Make cars crash and help them to avoid traffic.
   c. Help cars to avoid traffic and crashes.
4. Why does Phuc say 'The future is green'?
   a. There will be less pollution.
   b. Driverless cars will be green.
   c. Green is Phuc's favourite colour.



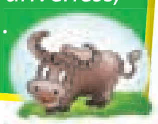
Look out!

You can add *less* after a noun to form an adjective which means 'without (the thing mentioned)'.

Example:

meaning – meaningless, driver – driverless, sleep – sleepless, end – endless …

Can you add more examples?



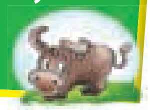
b **Answer the questions.**

1. What problems do they think future transport will have?
2. Which means of transport mentioned would you like most? Why?
3. What other means of transport do you think will be used in the future?

2 **Facts or opinions? Tick (✓) in the F (Fact) or O (Opinion) box.**

Remember!

- **A fact is something which can be proved (to be true or false).**
  Summer days are longer than winter days.
- **An opinion is something which you believe or feel.**
  Summer is the best season.



	F	O
1. Driverless cars already exist.		
2. They look so cool!		
3. A jet pack doesn't take lots of space.		
4. Then perhaps a teleporter is the best.		
5. Solar energy will power everything!		

3a **Can you find any future means of transport from the conversation in 1 here?**



Adjectives

flying, underwater, high-speed, space, driverless, pilotless, environmentally friendly, solar-powered, wind-powered, electric

Nouns

car, train, bicycle, airplane, taxi, helicopter, bus, ship



b **Now combine more adjectives and nouns. How many words can you make? Be creative!**

c **Choose your three most interesting means of transport. Then share them with your partner.**

Example:

A: I think a space train sounds great.

B: Oh. I don't. I think an underwater bus is better!

a Ss work individually to answer the questions. Ss compare answers in pairs and then discuss as a class. T goes through each question and asks Ss how the text in the conversation supports their answers. (For question 2, however, T may draw Ss' attention to the suffix ***–less***. For question 4, T may remind Ss of the meaning of *green* in previous units). After the discussion, T writes correct answers on the board.

Key: 1. a 2. b 3. c 4. a

Look out!

T emphasises –***less*** is added to a noun to make an adjective.

Ask Ss to give more examples. For a more able class, ask Ss to make sentences with the new adjectives created.



b Ss work in pairs to ask and answer the questions. After that call some pairs to ask and answer for the class to listen. For a more advanced class, questions 2 & 3 can be used as a team-based class debate.

Key: 1. If there are too many flying cars, there will be traffic jams in the sky. Some means of transport will not be convenient in bad weather (e.g. jet pack). Future means of transport may use a lot of fuel which will make pollution worse.

2 and 3: Open answers from Ss

2 Write a fact and an opinion (which could be your personal opinion) about flying cars on the board. Ask Ss to decide which statement could be proved and which is what you feel. For example: *Flying cars already exist/ Flying cars are fun to drive*.

Draw Ss' attention to the **Remember!** box. Give more examples if necessary and ask Ss to identify which are facts and which are opinions.

Ask Ss to work in pairs to tick the Facts vs. Opinions box. Then ask for their answers as a class. Ask Ss to explain their decisions. For question 5, tell Ss that a prediction is always an opinion.

Key: 1. F 2. O 3. F 4. O 5. O

3

a Ss work individually to come up with the means of transport mentioned in the conversation.

Key: flying car driverless car

b T makes an example by giving a combination, e.g. *an electric car.* Ask Ss to say how they think an electric car works. Then Ss work individually to make a list of the combined words.

c Tell Ss how to do this task by looking at the example given. Then ask Ss to work in pairs. After the discussion, ask the class how many combined words they have. Elicit the words on the board. Then ask Ss to pick up one favourite combination from their list. Call on several pairs and have them explain why they choose that means of transport as their favourite one.

A CLOSER LOOK 1

Vocabulary

1 **Cross out the means of transport that DOESN'T go with the verb.**

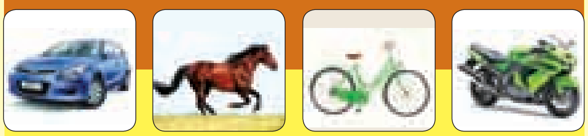
Look out!
Do you know when you use *drive*, and when you use *ride*?



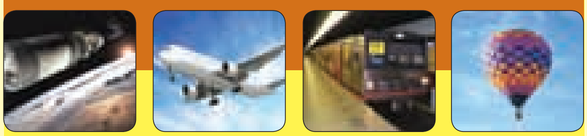
a. drive



b. ride



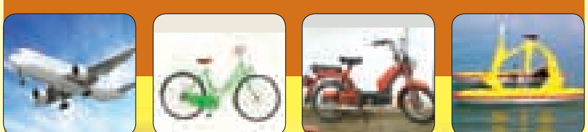
c. fly

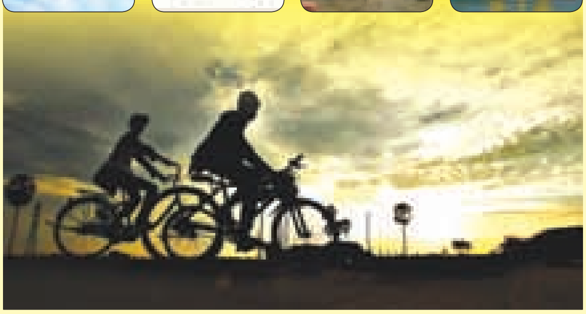


d. sail

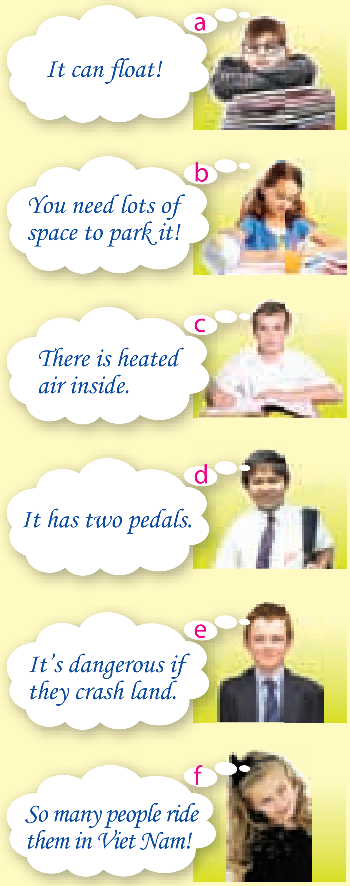


e. pedal





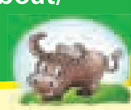
2 **The students are thinking of means of transport. Can you match the students with the transport?**





3 ***In* or *on*? Complete the sentences.**

Remember!
- *in* + a car/a taxi
- *on* + a bus/a train/a plane/a boat/ a bicycle/a motorbike
- *go on foot*



1. In the future most people will travel ________________ flying trains.
2. 'Sorry, I'm ________________ the bus and will arrive in 5 minutes.'
3. Minh Duc often goes to school ____________ foot.
4. The actress arrived ____________ a helicopter.
5. They prefer to go ____________ their car than ______________________________ the train.

A CLOSER LOOK 1

Vocabulary

1 The task can be started with a game. Write the verbs: *drive, ride, fly, sail, pedal* on pieces of paper. Ask one student at a time to volunteer to perform the action when looking at the verb and the class guess what action the student is doing.

After each correct guess, write the verb on the board. Ask Ss to add means of transport they know that go with that verb.

Ss then work in pairs to do **1**.

Key: **a.** a train (For motorbike explain that *drive* is used for the driver and *ride* is used for the passenger)

b. a car **c.** a train **d.** a bus **e.** a plane

After checking the answers, Ss work in pairs again to say the correct phrases.

E.g. *drive a train, drive a car, drive a bus*

2 Ask Ss to underline the most important key words in the thinking bubbles. Do the first item with Ss as an example. Ss then work individually and compare their answers in pairs.

Key: **a.** a ship **b.** a bus **c.** a hot air balloon
d. a bicycle **e.** a plane **f.** motorbikes

3 Ss work individually then in pairs. Explain the use of *in* and *on* in **Remember!** box.

Key: **1.** on **2.** on **3.** on **4.** in **5.** in, on

If time allows, ask Ss to ask and answer questions about how often they go/travel to some places (school, supermarket, the sea, etc.)

Pronunciation

Rising and falling intonation for questions

4 Listen and tick the correct box.

		
1		
2		
3		
4		

Look out!

- We use *rising* intonation for *Y/N* questions.
- We use *falling* intonation for *Wh-* questions.

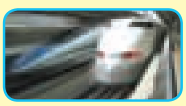


5 Now repeat the questions.

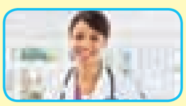
1. What will be next?
2. Do you think you can use it in bad weather?
3. How much fuel will these means of transport use?
4. Will pollution be much worse?

6 Practise these questions. Work out whether they have rising or falling intonation? Then listen and repeat.

1. Have you ever heard of bullet trains?



2. Will you be a doctor in the future?



3. What would you like to drink?



4. Who do you think will win?



5. Do you think we will use driverless cars in the future?



7 In pairs, ask and answer the questions in 6.

A CLOSER LOOK 2

Grammar

***Will* for future prediction**

1 Listen again to part of the conversation. What words do Phuc, Veronica and Mai use when talking about the future? Complete the rules in the box.

Mai: Wow! Driverless cars already exist. I can't believe it.

Veronica: Yes, they look so cool! What will be next?

Phuc: I'm sure there'll also be flying cars.

Mai: Does that mean we'll still have traffic jams … in the sky?

Veronica: Ha ha, yes, maybe there will be!

Phuc: No, I think they'll have SSS. It's a sky safety system. It'll stop everyone from crashing. It'll help them avoid traffic jams too.

Mai: I'd prefer to have a jet pack. I'll wear it on my back. It doesn't take lots of space, and I'll use mine to fly anywhere easily.



We often use ________________ to make a prediction about the future.

Example: It will rain tomorrow.

How will people travel in the year 2100?

	________________
Affirmative	S + will + V
Negative	________________
Interrogative	________________

Pronunciation

Rising and falling intonation for questions

Write two questions on the board: one *Y/N* question and one *Wh-* question. Tell Ss to say the questions aloud and ask them to notice how the two questions are said in different ways. Tell Ss to look at the rules in the **Look out!** box. Have them ask some questions and have more practice.

4 Play the recording. Ss work individually and tick in the appropriate box.

Key: 1. falling 2. rising 3. falling 4. rising

Audio script:

1. What will be next?
2. Do you think you can use it in bad weather?
3. How much fuel will these means of transport use?
4. Will pollution be much worse?

5 Ss practise saying the questions individually then as a class.

6 Ss practise saying the questions individually and decide if they are spoken with rising or falling voices. Do not give the answers at this point. Play the recording for Ss to check their answers, then confirm the correct answers.

7 Ss work in pairs and ask and answer the questions in **6**.

A CLOSER LOOK 2

Grammar

Will for future prediction

1 Remind Ss of Phuc, Veronica, and Mai and the group's project in **GETTING STARTED.** Ask Ss if they are talking about the past, the present, or the future. For a more able class, elicit from Ss more information about what the group discuss. Ask Ss to listen to the conversation carefully to pick up any phrases/sentences that contain *will*.

Key: We often use *will* to make a prediction about the future.

	Prediction
Affirmative	S + will + V
Negative	S + will not (won't) + V
Interrogative	Will + S + V?

2 Rearrange the words to make sentences.

1. People/until/flying cars/use/won't/the year 2050.
2. Do you think/increase/next month/the fuel price/will/?
3. arrive/next week/won't/The mail/until/.
4. I don't think/he/the new position/take/will/.
5. use/solar energy/will/in the future/more/We/.



3 Minh Duc is asking a fortune-teller about his future. Complete the sentences with the correct form of *will*.

Minh Duc: ______ I (1. be) _______ successful?

Fortune-teller: Yes, you (2. be) ______________ a successful person.

Minh Duc: ______ I (3. be) ______ happy?

Fortune-teller: Yes, you (4. be)________ happy.

Minh Duc: ______ I (5. be) ______ famous?

Fortune-teller: No, you (6. not be) __________ very famous. But you (7. travel) __________ a lot.

Minh Duc: Wow, that's great!



Possessive pronouns

4 Complete the sentences with possessive pronouns. Look at the example.

Example:

This is your pen. → This pen is yours.

1. This is Thu and Mon's computer.
→ This computer is (Thu and Mon)____________.
2. My bike is black.
→ The black bike is (me) ______________________.
3. These are his shoes.
→ These shoes are (he) ______________________.
4. This is Veronica's cat.
→ The cat is (Veronica) ______________________.
5. That is our picture.
→ The picture is (we) ________________________.

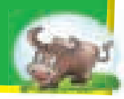
Remember!

- **We use a possessive pronoun instead of a phrase:**

Example: Phuc's bike is red. Mine is blue. (mine = my bike)

- **A possessive adjective comes before a noun.**

Example: Their garden is so beautiful!



Personal pronoun	Possessive adjective	Possessive pronoun
I	my	mine
you	your	yours
she	her	hers
he	his	his
it	its	its
we	our	ours
they	their	theirs

5 GAME

Now, choose any five things you can see in the classroom. Make sentences about them.

Example:

This classroom is ours.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

2 Ss work individually then compare their answers with each other.

> *Key:*
> 1. People won't use flying cars until the year 2050.
> 2. Do you think the fuel price will increase next month?
> 3. The mail won't arrive until next week.
> 4. I don't think he will take the new position.
> 5. We will use more solar energy in the future.

3 Write 'fortune-teller' on the board. Ask Ss why people want to visit a fortune teller, and what the fortune-teller is expected to talk about. If you have experience asking a fortune teller to predict your future (or similar), tell the class what the fortune teller said (in direct form). Ask Ss if they have ever talked with a fortune teller about the future, and if the predictions have become true or not.

Ss work in pairs to complete the task. Then T gives feedback to Ss as a class.

Key:	1. Will I be	2. will be	3. Will I be	
	4. will be	5. Will I be	6. won't be	7. will travel

If time allows, ask Ss to play roles to predict the future of each other.

Possessive pronouns

4 Go through the example with Ss. Demonstrate that the two sentences have the same meaning.

Highlight the changes in the possessive in the two sentences.

This is your pen. → **'your'** is a possessive adjective and it is put before the noun.

This pen is yours.→ **'yours'** is a possessive pronoun and stands alone.

Explain that we use possessive pronouns to avoid repeating information.

Instead of saying: *This pen is your pen* (which sounds repetitive), we say *This pen is yours.*

Instead of saying: *This bike is my bike, not his bike,* we say *This bike is mine, not his.*

Draw Ss' attention to the table:

The personal pronouns *I, you, she, he, it, we, they* correspond the respective possessive adjectives *my, your, his, her, its, our, their*, and the respective possessive pronouns *mine, yours, his, hers, its, ours, theirs.*

Ss work individually to complete task **4**. Then T calls on some Ss to write the answers on the board and gives feedback.

Key:	1. This computer is theirs.	2. The black bike is mine.	
	3. These shoes are his.	4. The cat is Veronica's.	5. The picture is ours.

5 **GAME:**

Have Ss work in groups of four or five. Each group member writes five sentences individually, then the group get together to see how many sentences they have. The group that has the most correct sentences wins.

For more advanced classes, this can be done as a 'Sentence-making race'.

Have groups write as many sentences as possible in 10 minutes. The group that has the most correct sentences wins. Only accept grammatically correct sentences.

COMMUNICATION

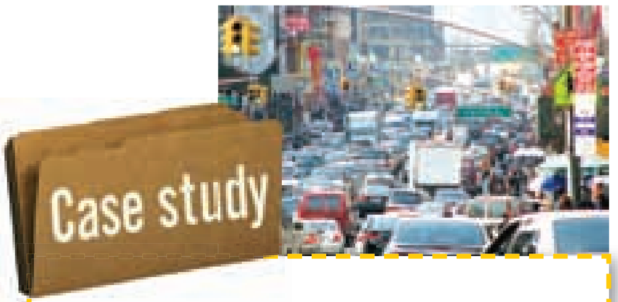
Extra vocabulary

metro **skytrain** **gridlocked**

PROBLEMS AND SOLUTIONS

1 **What problems with transport do you have? With a partner, discuss and make a list.**

2 **Now read this case study and article about transport problems in Wonderland. Underline all the problems you can find.**



Wonderland is the planet's biggest city without a metro system or skytrain! This city, of 26 million people, is getting more and more gridlocked.

Every day over 1,000 new cars add to the traffic. The city is facing serious pollution problems. There are fewer buses than there used to be, and almost 10 million cars drive in and around Wonderland every day!

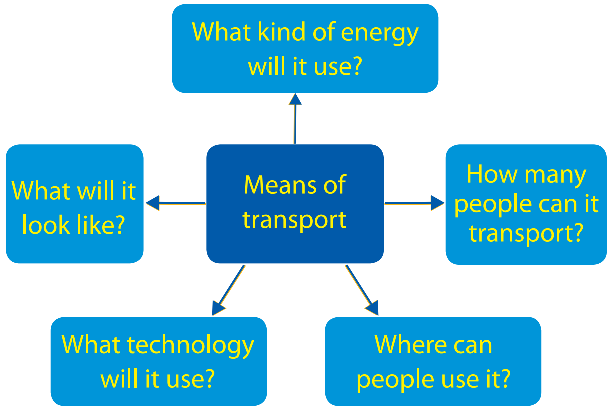
Local Voice



'Yes, that bicycle is mine.
I used to drive to work.
But it took 2 hours!
Now I ride a bicycle.
The traffic is so bad that cycling has become quicker! But, the pollution is very bad from all the cars. I don't know what I'll do in the future!'

Adri Prakoso, Wonderland

3 **In groups, think of a future means of transport that will help people in Wonderland. Brainstorm your ideas below.**





4 **Present your solutions to the class. As you listen to other groups, write your comments in the table below.**

Group name	Interesting idea? (1-5)	Does it solve the problem? (1-5)	Favourite part? (make a note)

COMMUNICATION

1 Start the lesson by telling the class one bad experience of yours about using a particular means of transport. Write the key words of the story on the board. Ask Ss if they have had a similar experience. You can also bring in one or two photos about transport problems where you live and discuss them with the class.

Ss work in pairs to do this task. T then calls on some pairs to share their list with the class.

2 Ask Ss to explain the words *metro, skytrain, gridlocked* in English. If they can't, give the Vietnamese equivalents. (*metro*: tàu ngầm trong thành phố, *skytrain*: tàu trên không trong thành phố, *gridlocked*: giao thông tắc nghẽn).

Ss read the two texts individually and underline the problems mentioned. As a class, elicit their answers on the board. Ask if they have similar problems where they live.

Suggested answers:

biggest city without a metro or skytrain

the city is getting gridlocked

there are too many cars (10 million in traffic every day) and more cars are coming

serious pollution

fewer buses

it takes too long to drive in the city

If time allows, ask Ss to suggest solutions to these problems.

3 Ss work in groups of four or five to design a future means of transport that will help people in Wonderland, using the prompt web provided. If possible, provide Ss with posters (A0 sized paper) and marker pens.

4 Prepare the evaluation form on A4 paper for each group to allow for more writing space if possible. Otherwise, ask the group to copy the table into their notebooks. Explain they should listen carefully to other groups in order to give an evaluation (as a group). (5 is the highest score and 1 is the lowest score).

After all groups have presented, T collects the evaluation and adds up the scores to find out the best presentation.

Reading

1 Look at the pictures below. What do you think is the connection between them?



2 Read the text below and find the names of the transport inventions.

There have been many interesting transport inventions. Some become popular, but others flop!

The personal hover scooter floats above the ground. It travels at around 30 kph. But it isn't popular. Maybe that's because it's too expensive. Personally, I think it's too hard to park!

The monowheel is a single-wheel bike. The driver sits inside the wheel and pedals to go forward. It has one major problem – it can fall over very easily. I think it looks rather weird.

The Segway is a success. It's a two-wheeled vehicle. The driver pulls the handle to go back or pushes it to go forward. It's not as popular as the inventors hoped, but you might see one in an airport, or park. I guess it is a convenient, green way to travel.

Which new inventions will we use in the future? Which ones won't we use? It's hard to know!

3 Can you find words in the text to match the definitions below?

1. a new creation
2. not to become popular
3. strange or unusual

4 Answer the following questions.

1. Which of the inventions is the most popular?
2. Why don't many people use the personal hover scooter?
3. Which transport does the writer think is strange?
4. Which transport is eco-friendly?

Speaking

Study Skill: Opinion signal words

believe	will/will not
think	possibly
in my opinion	probably
maybe	

5 Read the text again. Which statements are facts? Which are the writer's opinion?

Put them into the Facts or Opinions boxes.

1. It travels at around 30 kph.
2. Maybe that's because it's too expensive.
3. In my opinion it's too hard to park!
4. It has one major problem – it can fall over very easily.
5. I also think it looks rather weird.
6. The driver pulls the handle to go back or pushes it to go forward.

Facts	Opinions

6 Now in pairs, talk about the transport below. Use a mix of facts and opinions.



Fact File

Name: Sinclair C5

Description: Three wheels; small; electric power

Why flopped: bad in rain/ cold weather; slow; not safe

SKILLS 1

Reading

1 Ask Ss to look at the pictures and describe what they see. Help Ss to find the connection between the pictures by asking questions such as: *How many people can travel on them? Where are these vehicles used? How can these people control the vehicles?* Do not give the names of the vehicles at this point.

> ***Suggested answer:***
>
> These are all personal means of transport. One person can travel on them. They are all used for ground transport. People control them by using handle bars.

2 Ask Ss to read the text quickly and try to identify the names of transport inventions in the text. Ask Ss to explain their decisions.

3 Ss work individually then compare the answers with their partners.

> ***Key:*** 1. invention 2. flop 3. weird

4 Ss work in pairs to complete the task. Ask Ss to underline the words in the text that help them to find the answers.

> ***Key:***
>
> 1. The Segway.
> 2. Maybe because the personal hover scooter is expensive, and it may be difficult to park.
> 3. The monowheel.
> 4. The Segway.

For more able class, ask Ss if they agree or disagree with what the author says and why.

Speaking

5 Explain the **Study Skill** box for opinion signal words. T may bring in some photos or write on the board some interesting topics and ask Ss for their opinions. Ask Ss to use opinion signal words where possible.

Remind Ss of the difference between a fact and an opinion that they learnt in **Getting Started**. Ss work in pairs to complete the task.

> ***Key:***
>
> 1. fact 2. opinion 3. opinion
>
> 4. fact 5. opinion 6. fact

6 Ss work in pairs to prepare their presentation about the vehicle. Remind them to use statements about both facts and opinions. Ss can add their own ideas where possible. Call on some pairs to present it to the class.

SKILLS 2

Listening

1 **Look at the picture. Which do you think are the correct options below?**



1. This vehicle *can/can't* fly.
2. It *needs/doesn't* need a driver.
3. Learning to drive this vehicle is *easy/not easy*.
4. We *can/can't* buy them today.
5. It *is/isn't* very fast.

2 **Now listen and check your answers.**

3 **Listen again and answer the following questions.**

1. What is the name of the vehicle?
2. How fast can it travel?
3. In which year was it designed?

4 **Tick (✓)the benefits of this vehicle that are mentioned in the recording.**

1. It can avoid traffic.	
2. It can avoid bad weather.	
3. It travels fast.	
4. You can invite three of your relatives or friends to travel with you in this vehicle at the same time.	
5. Learning to drive it is simple.	

Writing

5 **Write a short paragraph about a future means of transport in this unit. Include both facts and opinions about the vehicle.**

- name of transport
- how it looks
- how it functions
- what you think about it







6 **Swap your writing with your friend. Find which sentences are facts, and which ones are opinions. Do you agree or disagree with your friend's opinions?**

SKILLS 2

Listening

1 Have Ss guess the answers first. Tell Ss that the questions ask about what they think, and not what is true about the vehicle. Remind them to use opinion signal words where possible. Do not give corrective feedback at this time. Accept all answers from Ss and ask them to explain why they think so.

2 Play the recording and ask Ss to check their answers in **1**.

Key: 1. can 2. doesn't 3. easy 4. can't 5. is

Audio script:

I'm here at Noi Bai Airport to tell you about this amazing flying car. It just landed here at the airport 15 minutes ago.

So this vehicle is called TF-X™. It was designed in 2013. But it will take a couple of years before you can own yours. It's a kind of driverless car and airplane. It has many benefits. With its automated system, the car can avoid traffic. It drives at 300 kph – impressive, isn't it? It has four seats, so your family or friends can join the ride. The coolest thing is learning to drive a TF-X™ is simple: you'll be able to do it just after a few hours!

3 Ss work individually to answer the questions and compare the answers with their partners.

1. The vehicle is called TF-X™.
2. It can travel at 300 kph.
3. It was designed in 2013.

4 Ss work in pairs to do the task. Give corrective feedback and play the recording again if necessary.

Key:

1. It can avoid traffic.	✓
2. It can avoid bad weather.	(not mentioned)
3. It travels fast.	✓
4. You can invite three of your relatives or friends to travel with you in this vehicle at the same time.	✓
5. Learning to drive it is simple.	✓

Writing

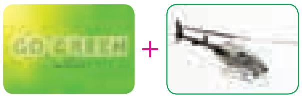
5 Refer to the text in **Reading** to support Ss in this task.

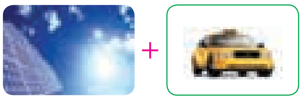
6 Have Ss swap their writing with each other. Ask them to identify facts and opinions. For more able classes, ask Ss to give their own feedback about their friend's writing (including mistake correction and whether they agree or disagree with their friend's ideas.)

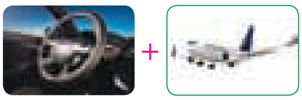
LOOKING BACK

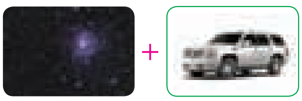
Vocabulary

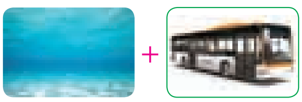
1 **Use the clues in the two pictures to form a phrase.**

a.  = *environmentally friendly helicopter*

b.  =

c.  =

d.  =

e.  =

2 **Complete this table.**

TRANSPORT POSSIBILITIES IN THE FUTURE

	Verb (ride,...)	Energy used (solar,...)	Characteristics (intelligent, flying,...)
bicycle			
car			
train			
airplane			

Grammar

3 **Change the personal pronouns in brackets into suitable possessive pronouns.**

This bicycle is (1. I) ____________. It's parked next to (2. you) __________. Are Phuong and Dung at school today? I can't see (3. they) ______________. I really like Anna's bike. I wish I had (4. she) ______________.

4 **Look at the information about *skycycling tubes*. Then write a description of this means of transport using *will* and *won't*.**



(+)	(-)
easy-to-drive	driverless
slow	cheap
healthy	high-speed
environmentally friendly	

Skycycling tubes will be easy to drive. They will ________________. They ____________________. ____________________. ____________________.

Skycycling tubes won't be driverless. They won't ______________________________________.

They ______________________________________.

Communication

5 **Match the sentences in A with those in B. Some sentences in A can be matched with more than one sentence in B.**

A

1. Will we travel in driverless cars in the future?
2. Will we have high speed trains in the next five years?
3. I think we will have electric taxis very soon.
4. Will the Segway be environmentally friendly?
5. I hope it will be a lovely picnic.

B

a. Yes, of course.
b. Oh, I think we won't have them until the year 2030.
c. I don't know. Perhaps we won't travel in driverless cars in the future.
d. Yes, I just hope it won't rain.
e. Yes, maybe we will.

Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about means of transport and travelling in the future			
• use *will* for future prediction			
• use possessive pronouns			
• understand the difference between facts and opinions			
• use signal words when giving opinions			

LOOKING BACK

Vocabulary

1 Have Ss work individually to combine the pictures together to form a phrase. If possible, T prepares sets of cut-outs of these pictures. Ss then work in groups and shuffle the cards to form more combined words.

Key: **b.** solar-powered taxi **c.** driverless plane **d.** space car **e.** underwater bus

2 Ss first work individually then work in groups to fill in the table. Remind them that they are imagining the future so there are no right or wrong answers.

Suggested answers:

TRANSPORT POSSIBILITIES IN THE FUTURE

	Verb	Energy used	Characteristics
bicycle	ride, pedal	wind-powered	automated, high-speed
car	drive	water-powered	flying, driverless
train	drive	solar-powered	underwater, supersonic
airplane	fly, drive	solar-powered	driverless

Grammar

3 Ss work individually then compare their answers with each other.

Key: **1.** mine **2.** yours **3.** theirs **4.** hers

4 Ss write the text and swap with each other for peer comments.

Suggested answers:

Skycycling tubes will be easy to drive. They will be slow. They will be healthy and environmentally-friendly.

Skycycling tubes won't be driverless. They won't be cheap. They won't travel at high speed.

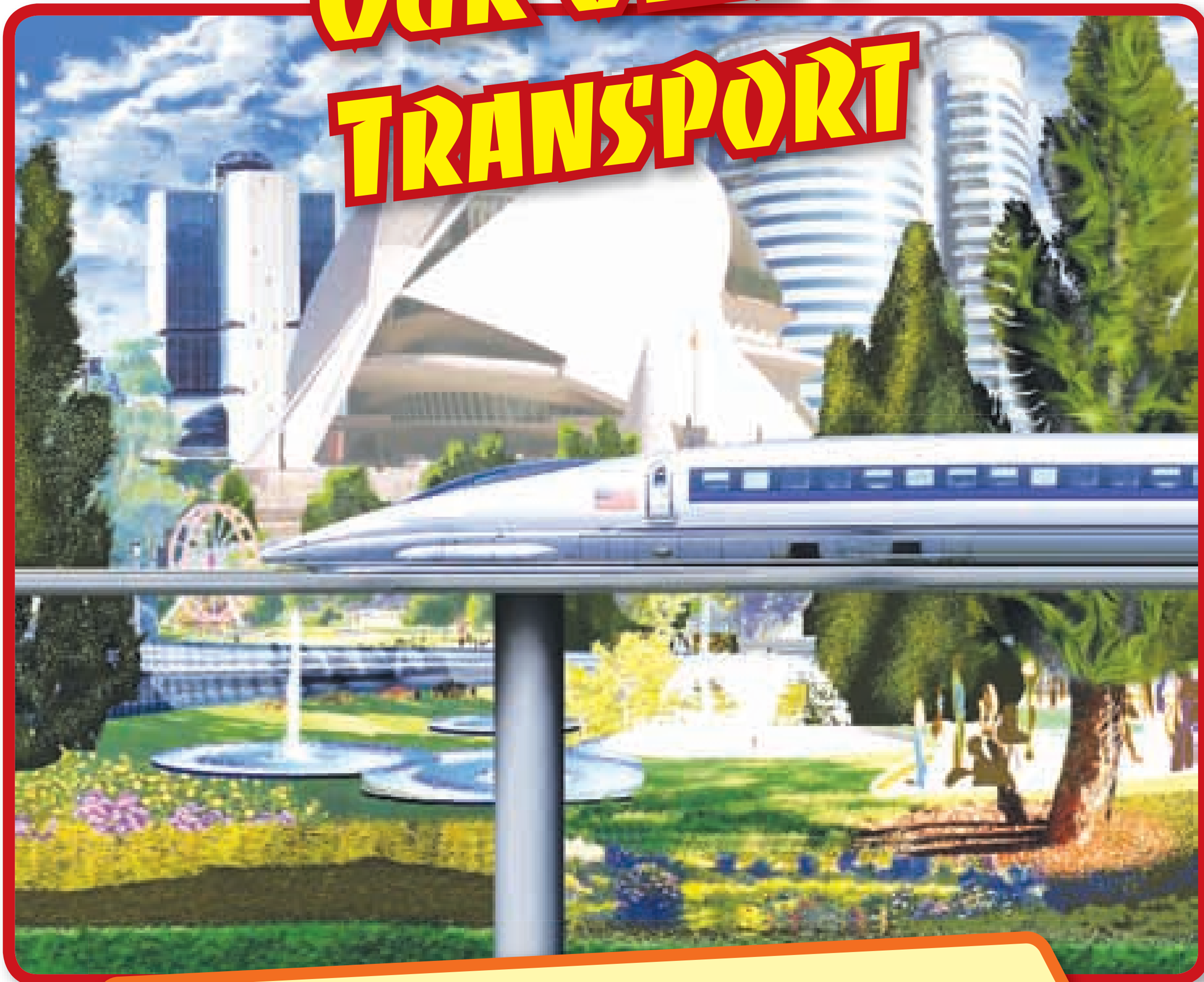
Communication

5 Ss work individually then compare their answers with each other. Accept all correct answers.

Suggested answers: **1.** c **2.** e **3.** b **4.** a **5.** d

PROJECT

OUR OWN FUTURE TRANSPORT



In groups, brainstorm ideas for your future means of transport. Think about the following:

- Where does it travel? Does it fly, float, drive or something else?
- How does it travel? Do you pedal it? Or is it electric? Is it solar-powered or wind-powered?
- Who drives it? Is it driverless?
- What does it look like?
- What are its benefits?

Design a presentation about your future transport with your group.

PROJECT
Our own future transport

Encourage Ss to use pictures or videos to illustrate their ideas. They may use posters or prepare a presentation using a computer if possible.

Unit 12 AN OVERCROWDED WORLD

THIS UNIT INCLUDES:

VOCABULARY
Overcrowded places

PRONUNCIATION
Word stress: review

GRAMMAR
Comparisons of quantifiers: *more, less/ fewer*
Tag questions

COMMUNICATION
Talking about the causes and effects of overpopulation

GETTING STARTED

A holiday story

1 Listen and read.

Nam: Welcome back, Phuong! Brazil is amazing, isn't it?
Phuong: It is, Nam, and it's very diverse!
Nam: What do you mean?
Phuong: The beaches in the south are so peaceful, while cities like Rio are overcrowded.
Nam: What about the people?
Phuong: In Rio some people are wealthy, with high living standards. But there are also poor people who live in slums.
Nam: Life must be difficult in the slums.
Phuong: Yes, the slums are overcrowded, and crime is a major problem there.
Nam: Crime affects everyone in the city, doesn't it?
Phuong: It does, Nam. But there are probably other problems in the slums too, like disease, and poor healthcare, ...
Nam: Wow, did you see that yourself?
Phuong: No, visitors don't usually visit the slums. It's too dangerous.
Nam: There are probably fewer things to see and to do in the slums, aren't there?
Phuong: Yes. However, I love Brazil and I had a very good time there.
Nam: Sure, it's a real experience, isn't it?
Phuong: It is.





Objectives:

By the end of this unit, Ss can:

- mark the stress on two- and three-syllable words and pronounce them correctly
- use lexical items related to the topic "An overcrowded world"
- use comparisions of quantifiers with *more, less/ fewer*
- make tag questions
- read for specific information about the population explosion
- talk about the disadvantages of being in an overcrowded place
- listen for specific information in a film review
- write a short passage about the population growth of an area

GETTING STARTED
A holiday story

Introduction

Write the word 'population' on the board. Make sure Ss know the meaning of this word by either giving the equivalent Vietnamese word or writing:

There are five million people in Ha Noi.
→ Ha Noi has a population of five million.

Ask Ss if they know the population of any area in Viet Nam or in the world. Once the Ss have done it, add the prefix 'over' to the word 'population' and elicit the meaning of this newly-formed word from Ss.

1 Ask Ss to look at the title of the text and the pictures and ask them prediction questions about what they are going to read. The questions may be:

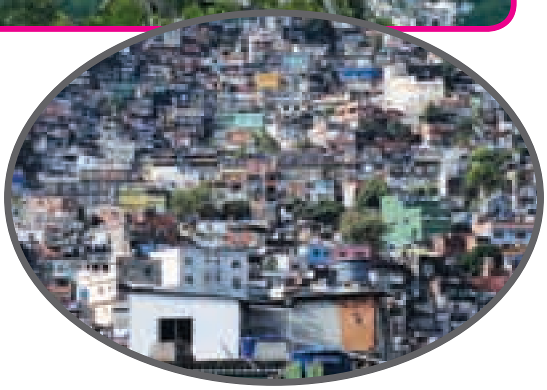
- *What is the conversation about?*
- *What do you think Brazil is like?*
- *Do you think Phuong likes Brazil?*
- *What can you find out about Rio/ Brazil in this conversation?*

Ss answer the questions. Play the recording. Ss listen and read. Ask Ss if their predictions are correct.

a **Read the conversation again, and tick (✓) true (T) or false (F).**

		T	F
1.	Phuong thinks Brazil is interesting.	☐	☐
2.	Places in Brazil are very different.	☐	☐
3.	Rio's problems are only in the slums.	☐	☐
4.	It is not safe for tourists to visit the slums.	☐	☐
5.	Nam thinks Phuong's visit to Brazil is not worthwhile.	☐	☐



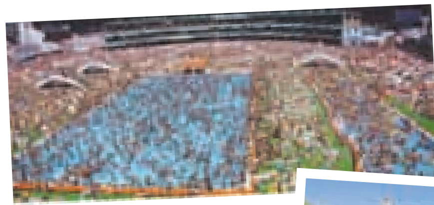


b **Read the conversation again. Find a word or phrase to match the following.**

1. very different	
2. rich	
3. big or serious	
4. small houses in bad condition where poor people live	
5. bad action against the community	

2 **Match the words in the box with the pictures. Then listen and repeat the words.**

a. overcrowded c. wealthy e. poor
b. peaceful d. spacious



1. ________________



2. ________________



3. ________________



4. ________________



5. ________________

3 **Use some of the words in 2 to describe a person or a place you know.**

Example:

I visit my native village every year. I love the peaceful atmosphere there.

4 **Work in groups. Make a list of the problems which you think are connected to an overcrowded area.**

Example:

There is not enough space to play in.

5 **Share your list with the class and see if they agree with you.**

1a Ss work independently. Ask them to read the sentences and decide if they are true or false. Ss compare answers with a partner. Have Ss correct the false sentences. T writes the correct answers on the board.

Key:	1. T	2. T	3. F	4. T	5. F

b Ask Ss to read the definitions in the exercise and try to guess the words/ phrases without checking the text. Then ask Ss to refer to the conversation again for the correct words. Correct the answers as a class.

Key:	1. diverse	2. wealthy	3. major	4. slums	5. crime

2 Make sure Ss know the meaning of the words in the box. Then Ss work independently to match them with the pictures. Have them compare their answers with a partner.

Play the recording and have Ss repeat the words. T gives correction if necessary.

Key:	1. a	2. c	3. b	4. e	5. d

Audio script:

1. overcrowded 2. wealthy 3. peaceful 4. poor 5. spacious

3 Ss complete the exercise independently. T calls on some Ss to share their sentences with the class. T can choose some good sentences and write them on the board for other Ss to learn from. Encourage Ss to make as many sentences as possible.

4 In groups, ask Ss to think of the problems and make a list of them.

If Ss have difficulty, suggest that they can think of problems in their daily lives in their own classes, schools, homes, areas or any other places they know.

5 Call on each group to share their list with the class. T may help write the problems on the board. Ask the class if they agree or not. Encourage them to give an explanation for their answers. Then move on to the next group and do the same.





A CLOSER LOOK 1

Vocabulary

1 Listen and number the words in the order you hear them.

crime ☐ healthcare ☐ disease ☐ poverty ☐
shortage ☐ malnutrition ☐ space ☐ dense ☐

2 Complete the sentences with some of the words from 1.

1. Good ______ helps people to stay healthy, and to live longer.
2. When people need money badly, they may commit ______.
3. ______ spreads more quickly in overcrowded areas.
4. ______ is the major cause of death for children living in the slums.
5. In most big cities there are many wealthy people, but ______ is still a problem.

3 Match a cause with its effect.

Cause	Effect
1. poverty	a. not enough space
2. overpopulation	b. crime
3. not enough food	c. air pollution
4. shortage of clean water	d. disease
5. too many vehicles	e. drought
6. no rain	f. malnutrition







4 Work in groups. Think of some problems for each place below and write them under the place. Share your ideas with the class.



a. ______________________



b. ______________________



c. ______________________

A CLOSER LOOK 1

Vocabulary

Ask Ss if they can remember any new words they learnt in **Getting Started**. Categorize them as positive (peaceful, wealthy …) and negative (poor, slums …). Move on to this lesson which focuses on more problems as a result of overpopulation.

1 Ss listen to the recording and number the words. Ss listen again and repeat the words.

T checks the understanding of the words by asking questions like: '*Do you think our school has enough space*?'; '*What causes disease*?'

Key:				
	crime 1	healthcare 8	disease 5	poverty 3
	shortage 4	malnutrition 2	space 6	dense 7

Audio script:

1. crime	2. malnutrition	3. poverty	4. shortage
5. disease	6. space	7. dense	8. healthcare

2 Ss work individually. T checks the answers as a class. Encourage Ss to explain why they chose each word for the sentence.

Key: 1. healthcare 2. crime 3. Disease 4. Malnutrition 5. poverty

3 T can give an example of causes and effects. Write the example on the board and ask Ss which one is the effect.

He drove fast.	a. He had an accident.
	b. He felt hungry.

Ss work independently or in pairs. When they have finished, let them exchange their answers with a partner/ another pair. T then gives the correct answers. T may ask Ss to explain why.

Key: 1. b 2. a 3. f 4. d 5. c 6. e

4 In groups, Ss discuss which problems each place may have. T collects Ss' answers and writes them on the board. Then the whole class look at the problems and discuss for agreement/ disagreement.

Suggested answers:

a. lack of entertainment, few opportunities for employment, not enough services
b. poverty, slums, disease, pollution, unemployment, poor healthcare
c. noise/ air pollution, crime, overcrowded, shortage of accommodation

Pronunciation

Word stress

5 **Listen and mark (') the stress in the words.**

spacious	pollution	poverty
stressful	hungry	nutrition
increase	support	violence
shortage	disease	healthcare

Listen again and repeat.



Look out!

Some two-syllable words can be a noun or a verb. The stress changes when the use of the word changes.

	Noun	Verb
General rules	Stress on the first syllable O o e.g. This *'record* is great.	Stress on the second syllable o O e.g. Can you *re'cord* this programme for me?
	Group 1	**Group 2**
Exceptions	Both nouns and verbs have stress on the first syllable. O o e.g. There's no *'answer* to this question.	Both nouns and verbs have stress on the second syllable. o O e.g. Shall we go and watch the *pa'rade*?

6 **Listen and repeat each pair. Mark (') the stress on the words in the table below.**

Example: 'record (n) re'cord (v)

Words	As a noun	As a verb
record	record	record
picture	picture	picture
answer	answer	answer
parade	parade	parade
support	support	support

A CLOSER LOOK 2

Grammar

Comparisons of quantifiers: *more, less/fewer*

1 **Read the sentences.**

1. Children in the slums have <u>more diseases than</u> those in wealthy areas.
2. The countryside has <u>fewer problems than</u> a big city.

Comparisons of quantifiers		
>	**more** ______ traffic, pollution, food … / problems, solutions …	**than**
<	**less** nutrition, clean water … / **fewer** diseases, criminals …	**than**

2a **Read the information about the two cities.**



Brumba

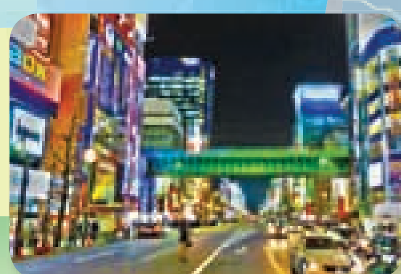
Density: 4,509 people/km^2

Accommodation: 57% in slums

Average earnings: 4$/day

Enough food: 45% population

Children over ten going to school: 71%



Crystal

Density: 928 people/km^2

Accommodation: 3% in slums

Average earnings: 66$/day

Enough food: 98% population

Children over ten going to school: 98%

Pronunciation

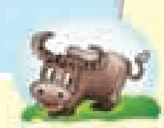
Word stress

5 Ss listen and mark the stressed syllables. T corrects the answers. Have Ss listen again and repeat the words.

Key:

'spacious	po'llution	'poverty	'shortage
'stressful	'hungry	nu'trition	di'sease
in'crease (v)	su'pport	'violence	'healthcare

Look out!
Write two pairs of the words 'supply' and 'question' on the board, denoting one is a verb and one is a noun. Ask some Ss to read them. Ask other Ss to listen and see if they can find the difference in pronunciation of the two words.



Key:
su'pply (n), su'pply (v); 'question (n), 'question (v)

6 Have Ss listen and repeat the words.

Key:

As a noun	As a verb
'record	re'cord
'picture	'picture
'answer	'answer
pa'rade	pa'rade
su'pport	su'pport

A CLOSER LOOK 2

Grammar

Comparisons of quantifiers: ***more, less/ fewer***

1 Remind Ss of items they have learnt in the previous lessons.

- words for quantifiers (many, a little …)
- countable and uncountable nouns
- imperatives with 'more', 'less' and 'fewer'

Have Ss read the sentences and the rules in the table. Ask Ss to add more words to the table for each type of comparison. Ss can combine the examples and the table to elicit the rules for themselves.

2a Check if Ss know the meaning of 'density'. (the number of people or things in a given area.) Ss complete the reading independently. Encourage Ss to observe and recognise that both tables include the same kinds of information. This will help them do exercise **3**.

b **Read the comparisons of the two cities, and decide if they are true. If they are not, correct them.**

1. In Brumba, there are more people per square kilometre.
2. In Brumba, fewer people live in slums.
3. People in Crystal earn less per day.
4. More people in Crystal have enough food.
5. In Brumba, fewer children over ten go to school.

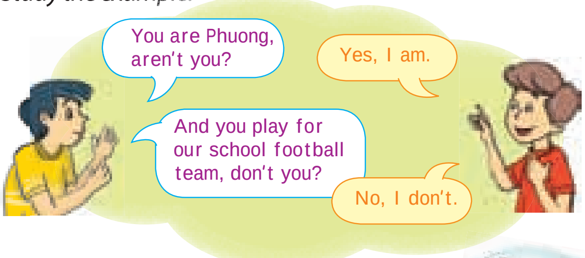
3 Fill the sentences with *more, less* or *fewer.*



1. February has ______ days than January.
2. Overpopulation is causing ______ problems than we can imagine.
3. Big cities suffer ______ pollution than the countryside.
4. A teacher needs ______ calories than a farmer.
5. A healthy child requires _____ care than a sick one.

Tag questions

Study the example:





Remember!
A tag question is a short question. It follows a statement. It's added at the end, after a comma.

Overpopulation is a serious problem,	isn't it?
You haven't bought the ticket,	have you?
Most children want to have the freedom to do what they want,	don't they?

Note: A positive sentence has a negative tag.
A negative sentence has a positive tag.

4 Check if the tags are correct. If they are not, correct them.

1. You live in the countryside, *do you*?
2. Immigration causes overpopulation in big cities, *isn't it*?
3. The city will have to find a solution to reduce traffic jams, *won't it*?
4. The lives of people in overcrowded cities are getting more difficult, *aren't they*?
5. Lower death rate is one reason for population growth, *is it*?
6. These narrow streets can't support more traffic, *can't they*?



5 Complete the interview with the tags in the box.

is it	can't we
don't they	isn't it

Interviewer: Overcrowded places have a lot of problems, (1)______?

Guest speaker: Sure. Traffic jams, pollution, noise …

Interviewer: Traffic jam is the most serious problem, (2)______?

Guest speaker: Not really. We can see homeless people in many places in big cities, (3)______? The city cannot build enough houses for all of its people.

Interviewer: So they live wherever they can, under a bridge, in a deserted house ...

Guest speaker: Yes, and some of them become criminals.

Interviewer: This shortage of accommodation is not easy to solve, (4)______?

Guest speaker: No, it isn't.



b Ss complete this exercise by referring to the information in **2a**. They can then share their answers with their partners. T asks Ss to explain why a sentence is incorrect and has them correct it.

Key:

1. Correct
2. Incorrect. In Brumba, more people live in slums.
3. Incorrect. People in Crystal earn more per day.
4. Correct
5. Correct

3 Have Ss do this exercise independently. T then checks the answers as a class.

Key: 1. fewer 2. more 3. more 4. fewer 5. less

Tag questions

Write three questions on the board '*Do you live in an overcrowded place?*' '*How can the government improve the life of people in the slums?*' and '*They have moved to the city to look for a job, haven't they?*' Draw Ss' attention to how these three questions are formed: the first two types Ss have learnt already and the new one is a tag question.

Have Ss read the conversation.

REMEMBER!

Write more tag questions on the board. Use different tag forms and focus on how the tag is formed. Start with the easy (Examples: 'She is nice, isn't she?', 'The postman hasn't arrived, has he?', 'They will come, won't they?'), then move to the more difficult (You missed the train, didn't you?).



4 Ss do this exercise independently. Then they share their answers with a partner. T checks as a class and writes the correct tags on the board. When correcting the answers, underline the parts of the sentences, which determine the tag.

Key:

1. Incorrect … do you? → don't you? (You live …)
2. Incorrect … isn't it? → doesn't it? (Immigration causes …)
3. Correct
4. Correct
5. Incorrect … is it → isn't it?
6. Incorrect … can't they → can they? (These narrow streets can't …)

5 Ss do this exercise independently. T then checks the answers as a class. T can call on some Ss and ask them to explain their choice.

Key: 1. don't they? 2. isn't it? 3. can't we? 4. is it?

COMMUNICATION

Extra vocabulary

densely populated | **density**
physician | **slavery**

1 **Look at the pictures and discuss**

1. what places they are.
2. how they are different.

Make a list of your ideas and share them with your class.



2 **Match the words below with the places in 1.**

poor healthcare	good education
high living standards	crime
clean water	malnutrition
densely populated	hunger

3 **Read the information about the two places.**

Mauritania, the desert nation in Africa



Area:	1,030,700 km^2
Population:	over three million
Density:	three/km^2
Economy:	mainly agriculture
Healthcare:	poor, high infant death rate
Problems:	three quarters desert, slavery, child labour, hunger
Unusual fact:	obese women are considered beautiful



Hong Kong

Area:	1,104 km^2
Population:	over seven million
Density:	over six thousand/km^2
Economy:	mainly service industry and tourism
Healthcare :	one of the best healthcare systems in the world
Problems:	overcrowded, crime
Unusual fact:	most skyscrapers in the world

4 **Work in pairs. Use the information in 3 to talk about the differences between the two places.**

Example:

The population of Mauritania is very small, only over three milion people. Hong Kong is much larger. It has more than seven milion people.

COMMUNICATION

Introduction

T refers to the words in the **Extra vocabulary** box. Ask Ss to try to guess what the meaning of each word is.

T does not give answers at this time. Once Ss have done the reading, ask them to guess the meaning of each word in the context.

1 Ss complete the exercise independently. When Ss have finished, T divides Ss into pairs and asks them to compare their answers. Ss might have different answers. Write their answers on the board for use in **3**.

2 Ss complete the exercise independently. T asks them to explain their choices.

Suggested answers:

Group 1: high living standards, clean water, densely-populated, good education, crime.

Group 2: poor healthcare, crime, malnutrition, hunger.

3 T can tell Ss that the readings provide the same kinds of information. To help less advanced Ss, T can draw a table on the board like this:

Facts	Mauritania	Hong Kong
Area		
Population		
Density		
Economy		
Healthcare		
Problems		
Result		
Unusual facts		

Then ask Ss to fill the table with the information before they talk about the differences.

Encourage Ss to guess the meanings of extra words such as: *density, physician* and *slavery*. T can then check Ss' understanding of all these words and give definitions for any word that Ss still do not understand.

4 Encourage Ss to talk about the differences (the table on the board can help). T then calls on some pairs to share their ideas with the class.

Reading

1 **Look at the list of cities below. Which do you think has the largest population? Share your ideas with your partner.**

London **Jakarta**
Tokyo **Shanghai** **Manila**

Example:

A: I think London is number one, isn't it?

B: I don't think so. I think Shanghai is the biggest.

2 **Read the passage below and check your answer.**

3 **Read the passage again. Choose the correct heading for each paragraph.**

A. Issues for everyone
C. Problems for the poor
B. Population explosion
D. Which are the biggest?

The rise of megacities!

1. ______________________________

Chances are, you are reading this article in a big city. Population growth is far faster than ever before and that is especially true in cities like Tokyo and Shanghai.

2. ______________________________

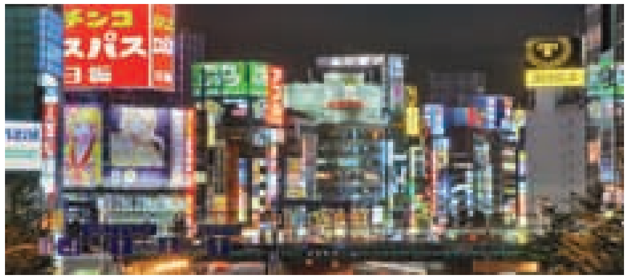
People from the countryside move to cities to find work and a better standard of living. These cities are so large they have been named megacities. The largest is Tokyo, followed by Shanghai, Jakarta, and Manila. Some way behind is London, with a relatively small 15 million people.

3. ______________________________

However, life in cities is not always better. Homelessness is a big problem. When people do have homes, they are often in slums where disease and poor healthcare are problems.

4. ______________________________

Problems affect richer people too. Traffic blocks roads for hours in cities like Bangkok and Mexico City. Air pollution is so bad in some cities that people do not want to go out.



4 **Read the passage again and choose the best answer A, B, or C.**

1. The world's population is ______.
   A. growing slowly B. staying the same
   C. growing quickly
2. Tokyo has ______ people.
   A. below 15 million
   B. around 15 million
   C. much more than 15 million
3. Problems in big cities affect ______.
   A. poor people B. people who live in slums
   C. everyone
4. Some problem that poor people face in cities include ______.
   A. traffic and air pollution
   B. healthy problems and stress
   C. having no home or living in slums
5. When air pollution is bad, people ______.
   A. only go out at night
   B. don't go out
   C. move to smaller cities

Speaking

5 **Work in groups. Look at the places below and discuss some possible disadvantages that people using them may have.**



1. an overcrowded school
2. an overcrowded bus
3. an overcrowded block of flats

Share your ideas with the class.

These verbs and expressions can help.

One disadvantage of ... is ...
It's difficult to ...
It will be ...

SKILLS 1

Introduction

T may ask Ss if they know the names of any large cities in the world. Write Ss' answers on the board. Ask Ss if they have any ideas about the population of these cities.

Reading

1 T asks Ss to look at the list of cities and see if they have appeared in their list on the board. Ss discuss the question in pairs and then as a class. For more advanced Ss, T can extend the discussion to see how much Ss know about these cities and why they think they are large.

2 Ss quickly read the passage for specific information and put the cities in the order of their population size. (Guide Ss to quickly look through the passage for the part where the names of the cities appear instead of reading the whole passage.) T checks.

Key: **1.** Tokyo **2.** Shanghai **3.** Jakarta **4.** Manila **5.** London

3 Ss read each part of the passage and choose the correct heading for it. If time allows, ask Ss to underline the words which help them make their decision. Ss exchange their answers. Allow them some time to explain to one another about their choice. T checks the answers as a class.

Key: **1.** B **2.** D **3.** C **4.** A

4 Ss read the passage again and do the exercise independently. T may guide Ss to look for the key words which can help them find the part of the passage where the information for the answers is given. E.g. question 1 asks about the growth of the world's population. The answer can be found in paragraph 1 under the heading 'Population explosion'.

Key: **1.** C **2.** C **3.** C **4.** C **5.** B

Speaking

5 Ss work in groups. T asks Ss to go through the list of different places and note down the problems they can think of for each place. For less advanced Ss, T can assign one place to each group so that they can concentrate on one job only. T should go around and help Ss with any new words they need. When they have finished, ask a representative from each group to report their findings to the class.

Suggested answers:

1. An overcrowded school: not enough playing ground, big classes, less individual care, not enough study aids …
2. An overcrowded bus: not enough seats for everybody, stuffy/ not enough fresh air, long wait at the bus stops …
3. An overcrowded block of flats: noise, shortage of water, little space …

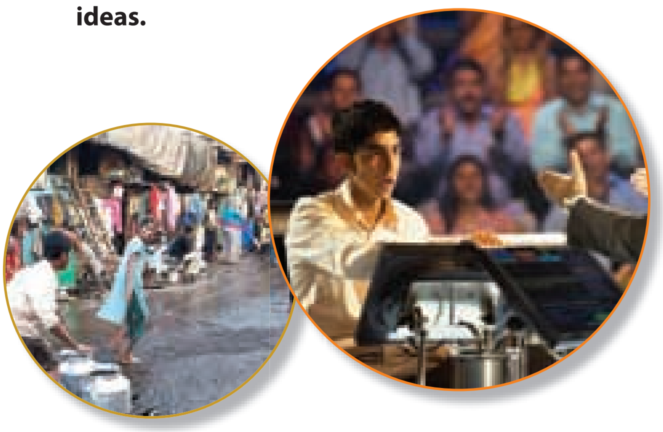
SKILLS 2

Listening

1 **Look at the film poster below. What do you think the film is about?**



2 **Listen to the film review and check your ideas.**



3 **Listen again and answer the questions.**

1. What is the film based on?
2. Who is the main character in the film?
3. What unusual thing happens to the young man?
4. Why do the producers think he isn't smart?
5. What does the reviewer think of the film?

Writing

4 **Read the passage about the slum featured in 'Slumdog Millionaire'. Underline the words/ phrases to describe Dharavi slum and to show the changes in its population.**

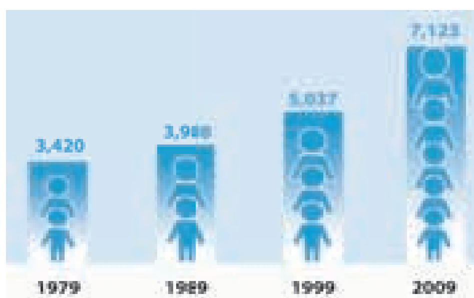
Dharavi slum is in India. It is one of the largest slums in the world.

Today, the population of Dharavi is over one million. That is much bigger than in 1890. Then Dharavi was a fishing village with a population of a few thousand people.

In 1950 the population was around one hundred thousand people. Since then, Dharavi has grown and grown!



5 **Look at the chart below. It shows the population change in Ho Chi Minh City over the past 30 years. Write a short paragraph describing the change. Use the passage in 4 to help you.**



Population growth in Ho Chi Minh City

SKILLS 2

Listening

1 Ask Ss to look at the poster. Ask questions to get as much information from the poster as possible. The questions may include

- Have you ever seen this film?
- What is it about?
- Who is the main character?
- Where do you think the story happens?

This is an open activity, so accept all answers provided that they make sense.

2 Ss listen to the recording and check their ideas.

Audio script:

The film Slumdog Millionaire is based on a book called Q & A, written by Vikas Swarup. It's about a young man from an Indian slum who wins a lot of money on an Indian game show. However, the producers of the show think it is impossible for a boy from the slums – a 'slumdog' – to be so smart. They are sure he cheated. The film looks beautiful. It's full of emotion, and it's much more gripping than other films I've seen. Five stars!

3 Ask Ss to read the questions first to see what information they need to answer the questions. Play the recording as many times as necessary. Ss listen and answer the questions. They then compare their notes with a partner. T checks.

Key:
1. The film is based on a book called Q & A.
2. The main character of the film is a boy from an Indian slum.
3. He wins a lot of money on an Indian game show.
4. Because he is a boy from the slums.
5. The film looks beautiful, is full of emotion and is gripping.

Writing

4 Have Ss read the passage about Dharavi slum. Ask them to underline the words/ phrases to describe Dharavi slum and to show the changes in its population. T can write these on the board as a guide to Ss for the next writing exercise. For examples:
… one of the largest slums, …
In 1950, the population was around 100,000 people. Since then …

5 T tells Ss that it's time to write a paragraph describing the changes in population in Ho Chi Minh City, using the ideas they generated in the previous exercises. If there is not enough time to write the paragraph in class, T can assign it for homework.

LOOKING BACK

Vocabulary

1 Match the words with their definitions.

1. overcrowded	2. poor	3. peaceful
4. spacious	5. busy	

A. too many people
B. to have very little money
C. calm and quiet
D. a large area where it is easy to move
E. a lot of things happening

2 Write a sentence for each of the following words.

Example:

Crime is a problem in big cities.

crime
healthcare
disease
poverty
education

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

Grammar

3 Put an appropriate tag question at the end of each sentence. Then match the questions to their answers.

Questions	Answers
1. We have more tourists this year, _____?	a. No, there are fewer than last year!
2. You got stuck in a traffic jam on the way home, ______, Mum?	b. Yes, they do, particularly big cities in China.
3. There will be a solution to this shortage of clean water, _______?	c. I hope there will.
4. We should do something to reduce poverty, _____?	d. Yes, we should. But how?
5. Big cities suffer more from air pollution, _____?	e. Yes, as always, dear.

4 Look at the situation and complete the effects with *more, fewer* or *less.*

Situation. A new factory will be built in my neighbourhood.

1. The factory will bring ______ jobs to local people.
2. ______ people will move here to work in the factory.
3. These people will need ______ water and electricity.
4. There will be ______ space for children to play.

Communication

5 I've got more!

Work in groups. Look at the situations and talk about their possible effects.

Example:

Situation: A cousin is moving in to share your room for two months.

Effects:
- I will lose my privacy.
- I can have more fun.
- I will have less space of my own.



Situation 1. The karaoke next to your house is attracting more and more young people coming.

Situation 2. A flea market has been established in your neighbourhood.

Finished! Now I can ...	✓	✓✓	✓✓✓
• use words to describe overcrowded places and the effects of overcrowding			
• form comparisons of quantifiers			
• use tag questions			
• write about the population change			

LOOKING BACK

Encourage Ss to complete **Looking Back** without referring to the previous sections in the unit. Ss should use what they remember from the unit to complete this section.

Ss should record their results for each exercise in the **Looking Back** section in order to complete the final **Finished! Now I can** ... assessment and identify areas for review.

Vocabulary

1 Ss can repeat the words in the box as a review for pronunciation. Next, Ss can complete this exercise independently. T checks.

Key: **1.** E **2.** B **3.** C **4.** D **5.** A

2 Encourage Ss to think creatively. They may get away from the content of the unit about overpopulation and use these words in a different context. E.g. *Nobody wants to live in poverty* OR *You can live longer if you have a good healthcare system*.

T goes around while Ss are writing and helps them with any difficult words. When Ss have finished, T can choose some original/ interesting sentences and ask Ss to write them on the board. Give feedback

Grammar

3 Ss complete this task independently. Less advanced classes can complete this exercise in pairs.

Key:

1. We have more tourists this year, don't we?
a. No, there are fewer than last year!
2. You got stuck in a traffic jam on the way home, didn't you, Mum?
e. Yes, as always, dear.
3. There will be a solution to this shortage of clean water, won't there?
c. I hope there will.
4. We should do something to reduce poverty, shouldn't we?
d. Yes, we should. But how?
5. Big cities suffer more from air pollution, don't they?
b. Yes, they do, particularly big cities in China.

4 Ss complete the exercise independently and then compare their answers with a partner.

Key: **1.** more **2.** More **3.** more **4.** less

Communication

5 Ask Ss to read the example situation. T writes 'I will' and 'I can' on the board to remind Ss that they can use them to talk about possible effects. Ss then work on situations 1 and 2 independently. For less advanced Ss, allow them to work in pairs or groups.

T calls some Ss to report their ideas.

Finished!

T asks Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered.

PROJECT

THE WORLD WE LIVE IN



Divide the class into groups of four or five.

1. Each group searches for an under-populated place.
2. Note down some facts about the place:
- which place it is;
- what life is like there;
- what can be the cause(s) of this small population.

Then each group presents their project to the class.

PROJECT
The world we live in

This project introduces another picture of the world we live in: overcrowded areas have a lot of problems, so what about an under-populated area? Are they all peaceful? Don't they have problems? We will explore this area and try to answer the question 'Why are there few people to live there?'.

Before class, T can collect some pictures of under-populated areas and bring them to class. T can ask Ss to look at the pictures and talk about what they see.

T then divides Ss into groups and instruct them on what they have to do. If they have difficulty, T can provide them with a list of places so that they can choose one for their group. Ss can do research at home, in a library or on a computer to help them with this. Have Ss present their findings in the next lesson and vote for the best.

REVIEW 4 (UNITS 10-11-12)

LANGUAGE

Pronunciation

1 Listen to the conversation and mark the rising (↗) or falling (↘) intonation for each question.



Nick: Phong. The idea of riding to school on a monowheel is so exciting.
Phong: What's a monowheel?
Nick: It's a single-wheel bike.
Phong: Single-wheel?
How do you ride it?
Nick: You just sit inside the wheel and pedal.
Phong: Hm …! Is it easy to fall?
Nick: I suppose so, but you should take adventures, shouldn't you?
Phong: No, not me. Why do you like it?
Nick: Can't you imagine? I can see people looking at me with admiration. Wow!

Listen again and repeat.

Vocabulary

2 Form a suitable word from the word stem to fill the sentences.

1. Have you found a ____________ to that math problem?	solve
2. Natural sources cannot provide enough energy to support this _________ world.	crowd
3. Do you know that we have _____ cars? They don't need a driver.	drive
4. Of all the _________ in the world, which one do you like best?	invent
5. Playing outside is _________ than staying inside.	health

3 Choose A, B, or C to complete sentences.

1. In Mongolia, *dung* is a kind of ________. People use it for cooking and heating.
A. energy source B. footprint C. accommodation

2. To save money, we learn to _________ some daily products like coca cola bottles.
A. keep B. reuse C. produce

3. In the green future, vehicles will be powered by _________.
A. solar energy B. coal C. gas

4. I am dreaming of a __________, which can take me to another place in seconds in any weather.
A. three-wheel bicycle
B. teleporter
C. sport car

5. Clean water which is __________ through pipes is called piped water.
A. supplied B. given C. run

Grammar

4 Use the verbs in brackets in the future simple active (will do) or the future simple passive (will be done) to complete the sentences.

1. Children _________ to school in a jet pack. (fly)
2. Solar panels _________ to produce energy. (use)
3. All the slums in this area _________ for new multi-storey buildings. (demolish)
4. We ______________ robots to help us with some our housework. (have)
5. I hope someone _________ a machine to do homework for me. (invent)

Everyday English

5 Put the sentences in the right order to form a conversation.



_______ a. On a tree?
_______ b. Maybe. But that's my DREAM.
___1___ c. Phong, tell me your dream.
_______ d. Slow but you can save energy. And my house is not far from school.
_______ e. And ... will you still go to school?
_______ f. Sure. But not on a crowded bus. I'll pedal to school on a monowheel.
_______ g. I will have a small wooden house on a tree.
_______ h. A monowheel is slow.
_______ i. Yes, where I can be away from noise and I can hear birds singing.
_______ j. You sound unrealistic.

REVIEW 4

Introduction:

This review is designed to revise
- the vocabulary for types of energy sources, means of transport in the future and overpopulation
- the future continuous, the future simple passive and future simple for predictions
- comparatives of quantifiers with ***more*** and ***less/ fewer***
- tag questions
- how to give facts and opinions

LANGUAGE

Pronunciation

1 Remind Ss of the rules for rising/falling intonation in a question. Play the recording. Ss listen and mark the intonation. Ss listen again and repeat.

Key and audio script:

Nick:	Phong. The idea of riding to school on a monowheel is so exciting.
Phong:	What's a monowheel ↘?
Nick:	It's a single-wheel bike.
Phong:	Single-wheel ↗? How do you ride it ↘?
Nick:	You just sit inside the wheel and pedal.
Phong:	Hm …! Is it easy to fall ↗?
Nick:	I suppose so, but you should take adventures, shouldn't you ↘?
Phong:	No, not me. Why do you like it ↘?
Nick:	Can't you imagine ↗? I can see people looking at me with admiration. Wow!

Vocabulary

2 Ask Ss to look at the sentences and decide what kind of word is needed for each sentence (a noun, a verb, an adjective ...). Have Ss look for clues. E.g. in sentence 1, 'a' shows that we need a noun. Let Ss do the exercise independently. Ss then share their answers with a partner. T checks and writes the answers on the board.

Key: 1. solution 2. overcrowded/ crowded 3. driverless 4. inventions 5. healthier

3 T may do a small revision of difficult vocabulary which appears in the exercise. Then ask Ss to do it independently. When Ss have finished, they can exchange their answers. T then checks.

Key: 1. A 2. B 3. A 4. B 5. A

Grammar

4 This is quite a difficult exercise on the use of simple future active and simple future passive. Ask Ss to look at the subject and the verb to decide if it is active or passive. Ss can do this in pairs as some discussion might be needed. T then checks and clearly explains each answer.

Key: 1. will fly 2. will be used 3. will be demolished 4. will have 5. will invent

Everyday English

5 Ss do this exercise independently. When they have finished, T asks Ss to explain their orders. Ask them to point out the clue on which they can base for their choice of the next sentence. T then writes the order on the board.

Key: 1. c 2. g 3. a 4. i 5. e 6. f 7. h 8. d 9. j 10. b

SKILLS

Reading

HUNGER

1 **Which of the causes of hunger below do you think is the most serious in your country? Tick (✓) it.**

- ☐ Overpopulation
- ☐ Wars
- ☐ Weather-related disasters



2 **Read the text and choose the best answer for each question.**

Hunger has become a serious problem in many parts of the world.

The first cause of hunger is the fast growth of population. The Earth is no longer able to feed its more than seven billion people. There is not enough land for growing food.

The change of climate also brings to the Earth more weather-related disasters such as storms and droughts … They heavily destroy crops.

Wars are still happening. People are fighting, or running away from home. There's nobody to work on the field or in the factory to produce food.

Technology is working hard to help solve part of this problem. In the future, we will have warning systems to reduce the loss from natural disasters. Low-cost means of transport will also be used to carry food to area-in-need.

1. Drought is an example of ________.
   A. weather-related disasters
   B. a human activities
   C. climate
2. One possible consequence of a war is that ________.
   A. people will buy food from other countries
   B. people cannot work to produce food
   C. more disasters will happen
3. The problem of hunger can be solved with the help of ________.
   A. expensive means of transport
   B. technology
   C. wars

Speaking

3 **Game**

A. Choose one of the words in the list below, keep it to yourself.

B. Ask questions to find out which word A has chosen. Your questions should not contain any of the words in the list.

coal	hunger	sunlight	ride
teleporter	energy	transport	pollute

Example:

A: (has chosen the word 'coal')
B: Is it a noun?
A: Yes, it is.
B: Does it have colour?
A: Yes, it does.
B: What colour is it?
A: It's black.
B: It's 'coal'.

Listening

4 **Which words (A, B, or C) do you think is closest in meaning to the word 'footprint'?**

A. The effects
B. The environment
C. Our actions

5 **Listen to the conversation and answer the questions.**

1. What word is Phong searching for?
2. Does this word have only one meaning?
3. Does Phong explain the meaning of this word to Nam?
4. What happens if we take care of the trees around us?

Writing

6 **Imagine an ideal means of transport for YOUR area. Write a short description of it.**



In your writing, you should mention:

- the name you give to it
- what it is like
- what kind of energy it uses
- why it is good for your area

SKILLS

Reading

1 Ss may have different answers to this brainstorming question. T can make option 3 (Weather-related events) easier by giving them examples like *drought, flood, hurricane*, etc.

2 Ss read the passage and answer the questions independently. Have Ss explain where they find the clues to the answers. T checks.

Key: 1. A 2. B 3. B

Speaking

3 This game can be held as a competition. The pair who successfully completes the task in the shortest time wins. When the game is finished, T can correct any wrong intonation of questions that Ss make during the competition.

T can depend on the reality of his/ her class to add more simple/ complicated words to the list.

Listening

4 Ss choose the correct answer for this vocabulary revision. T makes sure that Ss understand the meaning of the word 'footprints" by asking them to give some examples. This helps Ss with their listening.

Key: A

5 Ask Ss to carefully read the questions first. T then play the recording. Ss listen and write the answers. For less advanced Ss, T pauses the recording after each answer so that Ss can have time to write down their answers. T checks.

Key:
1. He is searching for the meaning of 'footprint'
2. No, it doesn't.
3. Yes, he does.
4. There will be a lot of greenery around you.

Audio script:

Nam:	What are you doing, Phong?
Phong:	Searching for the meaning of 'footprint'.
Nam:	It's the print our feet leave on the ground.
Phong:	That's the usual meaning. But this is about the effects we leave behind after our actions.
Nam:	Can you give an example?
Phong:	Certainly. If you take care of the trees around you, if you plant a new tree every year …
Nam:	So?
Phong:	There will be a lot of greenery around you.
Nam:	And this is a footprint?
Phong:	Yes. You leave a big footprint.
Nam:	Oh!

Writing

6 SS have learnt to talk about some imaginative means of transport in Unit 11. T can ask them to refer back to this unit for vocabulary as well as the organisation of a narrative writing. Ss brainstorm on the means and then organise their ideas and write. Encourage Ss to be imaginative and creative. T checks and corrects serious mistakes. If time does not allow, assign it as homework.

GLOSSARY

Abbreviations

adj : adjective
adv : adverb
con : conjunction
n : noun
pre : preposition

abundant (adj)	/ə'bʌndənt/	nhiều, phong phú	Unit 10
affect (v)	/ə'fekt/	tác động, ảnh hưởng	Unit 12
alternative (adj)	/ɒl'tɜːnətɪv/	có thể lựa chọn thay cho vật khác	Unit 10
animation (n)	/ˌænɪ'meɪʃən/	phim hoạt hoạ	Unit 8
automated (adj)	/'ɔːtəmeɪtɪd/	tự động	Unit 11
available (adj)	/ə'veɪləbl̩/	có thể dùng được, sẵn có	Unit 10
boat (n)	/bəʊt/	con thuyền	Unit 7
biogas (n)	/'baɪəʊˌgæs/	khí sinh học	Unit 10
bulb (n)	/bʌlb/	bóng đèn	Unit 10
block (v)	/blɑːk/	gây ùn tắc	Unit 12
cannon (n)	/'kænən/	súng thần công, đại bác	Unit 9
celebrate (v)	/'selɪbreɪt/	kỉ niệm, làm lễ kỉ niệm	Unit 9
celebration (n)	/ˌselɪ'breɪʃən/	sự/lễ kỉ niệm	Unit 9
celebratory (adj)	/ˌselɪ'breɪtəri/	mang tính kỉ niệm	Unit 9
cheat (v)	/tʃiːt/	lừa đảo	Unit 12
circle (n)	/'sɜːkl̩/	vòng tròn	Unit 7
chaos (n)	/'keɪɒs/	sự hỗn loạn, sự lộn xộn	Unit 9
cultural (adj)	/'kʌltʃərəl/	mang tính văn hoá, thuộc về văn hoá	Unit 9
culture (n)	/'kʌltʃər/	văn hóa, nền văn hoá	Unit 9
coal (n)	/kəʊl/	than đá	Unit10
consumption (n)	/kən'sʌmpʃən/	sự tiêu dùng	Unit 10
crash (v, n)	/kræʃ/	va chạm	Unit 11
crime (n)	/kraɪm/	tội phạm	Unit 12
criminal (n)	/'krɪmɪnəl/	kẻ tội phạm	Unit 12
critic (n)	/'krɪtɪk/	nhà phê bình	Unit 8
dangerous (adj)	/'deɪndʒərəs/	nguy hiểm	Unit 10
density (n)	/'densɪti/	mật độ dân số	Unit 12
direct (v)	/dɪ'rekt/	làm đạo diễn (phim, kịch..)	Unit 8
disaster (n)	/dɪ'zɑːstə/	tai hoạ, thảm hoạ	Unit 8
diverse (adj)	/daɪ'vɜːs/	đa dạng	Unit 12
documentary (n)	/ˌdɒkjə'mentri/	phim tài liệu	Unit 8

driverless (adj)	/'draɪvərles/	không người lái (tự động)	Unit 11
Easter (n)	/'iːstər/	lễ Phục sinh	Unit 9
eco-friendly (adj)	/'iːkəʊˌfrendli/	thân thiện với hệ sinh thái/thân thiện với môi trường	Unit 11
effect (n)	/ɪ'fekt/	kết quả	Unit 12
electricity (n)	/ɪˌlek'trɪsɪti/	điện năng	Unit 10
energy (n)	/'enədʒi/	năng lượng	Unit 10
entertaining (adj)	/ˌentə'teɪnɪŋ/	thú vị, làm vui lòng vừa ý	Unit 8
environmentally friendly (adj)	/ɪnˌvaɪrən'mentəl 'frendli/	thân thiện với môi trường	Unit 11
exhausted (adj)	/ɪg'zɔːstɪd/	cạn kiệt	Unit 10
explosion (n)	/ɪk'spləʊʒən/	bùng nổ	Unit 12
festival (n)	/'festɪvəl/	lễ hội	Unit 9
festive (adj)	/'festɪv/	mang tính lễ hội, thuộc về lễ hội	Unit 9
flea market (n)	/fliː'mɑːkɪt/	chợ trời	Unit 12
float (v)	/fləʊt/	nổi	Unit 11
flop (v)	/flɒp/	thất bại	Unit 11
flying car (n)	/'flaɪɪŋ kɑːr/	một loại xe kết hợp giữa ô tô và máy bay	Unit 11
fly (v)	/flaɪ/	lái máy bay, đi trên máy bay	Unit 7
fossil (n)	/'fɒsəl/	hoá thạch	Unit 10
fuel (n)	/fjʊəl/	nhiên liệu	Unit 10
goggles (n, plural)	/'gɑːglz/	kính bảo hộ	Unit 9
greasy (adj)	/'griːsi/	trơn, nhờn	Unit 9
gridlocked (adj)	/grɪdlɑːk/	(giao thông) tắc nghẽn	Unit 11
gripping (adj)	/'grɪpɪŋ/	hấp dẫn, thú vị	Unit 8
harvest (n)	/'hɑːvɪst/	mùa màng	Unit 9
helicopter (n)	/'helɪˌkɒptər/	máy bay trực thăng	Unit 7
high-speed (adj)	/haɪ-spiːd/	tốc độ cao, siêu tốc	Unit 11
highlight (n)	/'haɪlaɪt/	điểm nhấn	Unit 9
hilarious (adj)	/hɪ'leəriəs/	vui nhộn, hài hước	Unit 8
horror film (n)	/'hɒrə fɪlm /	phim kinh dị	Unit 8
host (v)	/həʊst/	đăng cai tổ chức	Unit 9
hover scooter (n)	/'hɒvər 'skuːtər/	một loại phương tiện di chuyển cá nhân trượt trên mặt đất	Unit 11
hunger (n)	/'hʌŋgər/	sự đói khát	Unit 12
hydro (n)	/haɪdrəʊ/	thuộc về nước	Unit 10
illegal (adj)	/ɪ'liːgəl/	bất hợp pháp	Unit 7
invest (v)	/ɪn'vest/	đầu tư	Unit 10
jet (n)	/dʒet/	tia, vòi	Unit 9

jet pack (n)	/dʒet pæk/	thiết bị bay cá nhân (đeo trên vai) dùng động cơ phản lực	Unit 11
limiting (adj)	/ˈlɪmɪtɪŋ/	hạn chế, giới hạn	Unit 10
major (adj)	/ˈmeɪdʒər/	chính, chủ yếu, lớn	Unit 12
malnutrition (n)	/ˌmælnjuːˈtrɪʃən/	bệnh suy dinh dưỡng	Unit 12
megacity (n)	/ˈmegəsɪti/	thành phố lớn	Unit 12
metro (n)	/ˈmetrəʊ/	tàu ngầm (trong thành phố)	Unit 11
monowheel (n)	/ˈmɑːnoʊwiːl/	một loại xe đạp có một bánh	Unit 11
must-see (n)	/ˈmʌst siː/	bộ phim hấp dẫn cần xem	Unit 8
natural (adj)	/ˈnætʃərəl/	thuộc về tự nhiên	Unit 10
nuclear (adj)	/ˈnjuːklɪər/	thuộc về hạt nhân	Unit 10
overcrowded (adj)	/ˌəʊvəˈkraʊdɪd/	quá đông đúc	Unit 12
panel (n)	/ˈpænəl/	tấm ghép	Unit 10
park (v)	/pɑːk/	đỗ xe	Unit 7
pavement (n)	/ˈpeɪvmənt/	vỉa hè (cho người đi bộ)	Unit 7
pedal (v, n)	/ˈpedəl/	bàn đạp	Unit 11
perform (v)	/pəˈfɔːm/	biểu diễn, trình diễn	Unit 9
performance (n)	/pəˈfɔːməns/	màn biểu diễn, tiết mục biểu diễn	Unit 9
performer (n)	/pəˈfɔːmər/	người biểu diễn	Unit 9
plane (n)	/pleɪn/	máy bay	Unit 7
plentiful (adj)	/ˈplentɪfəl/	phong phú, dồi dào	Unit 10
poster (n)	/ˈpəʊstə/	áp phích quảng cáo	Unit 8
poverty (n)	/ˈpɒvəti/	sự nghèo đói	Unit 12
prohibitive (adj)	/prəˈhɪbɪtɪv/	cấm (không được làm)	Unit 7
project (n)	/ˈprɑːdʒekt/	dự án	Unit 9
railway station	/ˈreɪlweɪ ˈsteɪʃən/	nhà ga xe lửa	Unit 7
recommend (v)	/ˌrekəˈmend /	giới thiệu, tiến cử	Unit 8
religious (adj)	/rɪˈlɪdʒəs/	mang tính tôn giáo, thuộc về tôn giáo	Unit 9
renewable (adj)	/rɪˈnjuːəbḷ/	phục hồi, làm mới lại	Unit 10
replace (v)	/rɪˈpleɪs/	thay thế	Unit 10
reverse (v)	/rɪˈvɜːs/	quay đầu xe	Unit 7
review (n)	/rɪˈvjuː/	bài phê bình	Unit 8
road sign/traffic sign	/rəʊd saɪn/ ˈtræfɪk saɪn/	biển báo giao thông	Unit 7
roof (n)	/ruːf/	nóc xe, mái nhà	Unit 7
safely (adv)	/ˈseɪfli/	an toàn	Unit 7
safety (n)	/ˈseɪfti/	sự an toàn	Unit 7
scary (adj)	/ˈskeəri/	làm sợ hãi, rùng rợn	Unit 8
science fiction (sci-fi) (n)	/saɪəns fɪkʃən/	phim khoa học viễn tưởng	Unit 8
seasonal (adj)	/ˈsiːzənəl/	thuộc về mùa	Unit 9
seatbelt (n)	/ˈsit ˌbelt/	dây an toàn	Unit 7
Segway (n)	/ˈsegweɪ/	một loại phương tiện di chuyển cá nhân bằng cách đẩy chân để chạy bánh xe trên mặt đất	Unit 11
serious (adj)	/ˈsɪəriəs/	nghiêm túc	Unit 9
ship (n)	/ʃɪp/	tàu thủy	Unit 7
shortage (n)	/ˈʃɔːtɪdʒ/	sự thiếu hụt/sự thiếu thốn	Unit 10
skycycling (n)	/skaɪˈsaɪkl/	một hình thức di chuyển mà người sử dụng đạp bánh xe để di chuyển khoang theo đường ray trên không	Unit 11
skycycling tube (n)	/skaɪˈsaɪkḷ tjuːb/	khoang của loại tàu skycycling	Unit 11
skytrain (n)	/skaɪtreɪn/	tàu trên không (trong thành phố)	Unit 11
slogan (n)	/ˈsləʊgən/	khẩu hiệu	Unit 10
slum (n)	/slʌm/	khu ổ chuột	Unit 12
slumdog (n)	/slʌmdɑːg/	kẻ sống ở khu ổ chuột	Unit 12
space (n)	/speɪs/	không gian	Unit 12
spacious (adj)	/ˈspeɪʃəs/	rộng rãi	Unit 12
solar (adj)	/ˈsəʊlər/	thuộc hệ mặt trời	Unit 10
solar-powered (adj)	/ˈsəʊlər-paʊəd/	dùng năng lượng mặt trời	Unit 11
source (n)	/sɔːs/	nguồn	Unit 10
star (v)	/stɑː/	đóng vai chính	Unit 8
steep (adj)	/stiːp/	dốc	Unit 9
supersonic (adj)	/ˌsuːpəˈsɒnɪk/	tốc độ siêu thanh	Unit 11
superstitious (adj)	/ˌsuːpəˈstɪʃəs/	mang tính mê tín	Unit 9
survey (n)	/ˈsɜːveɪ/	cuộc khảo sát	Unit 8
take place (v)	/teɪk pleɪs/	diễn ra, xảy ra	Unit 9
teleporter (n)	/telɪˈpɔːtər/	hình thức dịch chuyển tức thời	Unit 11
Thanksgiving (n)	/ˌθæŋksˈgɪvɪŋ/	lễ Tạ ơn	Unit 9
thriller (n)	/ˈθrɪlə /	phim li kì, giật gân	Unit 8
traffic jam (n)	/ˈtræfɪk dʒæm/	tắc đường	Unit 7
traffic rule/law obey traffic rules	/ˈtræfɪk rul/lɔː /əʊˈbeɪ ˈtræfɪk rulz/	luật giao thông/ tuân theo luật giao thông	Unit 7
train (n)	/treɪn/	tàu hoả	Unit 7
triangle (n)	/ˈtraɪˌæŋgəl/	hình tam giác	Unit 7
tricycle (n)	/ˈtraɪsɪkəl/	xe đạp ba bánh	Unit 7
vehicle (n)	/ˈviːkəl/	xe cộ, phương tiện giao thông	Unit 7
violent (adj)	/ˈvaɪələnt/	có nhiều cảnh bạo lực	Unit 8

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